DOCUMENT RESUME

ED 283 966 CE 047 630

TITLE Non-Formal Education in Asia and the Pacific. Report of a Workshop (Tokyo, Japan, November 11-28, 1986).
INSTITUTION National Inst. for Educational Research, Tokyo (Japan).
PUB DATE Jul 87
NOTE 104p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adult Basic Education; Community Development; *Developing Nations; Educational Needs; *Educational Strategies; *Educational Trends; Elementary Secondary Education; Foreign Countries; Leisure Education; *Nonformal Education; On the Job Training
IDENTIFIERS *Asia; *Pacific Islands

ABSTRACT

A regional workshop on nonformal education programs in Asia and the Pacific was organized to review the state of the art of nonformal education programs in the participating countries; to identify major problems, issues, and trends in the areas of nonformal education; and to synthesize innovative experiences and approaches developed in this area. The workshop was attended by 18 participants from 15 countries in Asia and the Pacific and from Unesco. From the country reports, it was evident that nonformal education is playing a complementary and increasingly important role in broadening educational opportunities for all in various forms at all levels. Schooling is no longer regarded as the sole educational means to national and personal development, and formal and nonformal education programs overlay and intertwine in response to individual learner's and nation's needs. Various terms such as out-of-school, adult, community, continuing, social, and further education are used in different countries to describe programs that are totally or partially nonformal in nature. (This workshop report includes synopses of the country reports; a discussion of the problems, issues, and trends identified in nonformal education programs for children and youth and in programs for adults; an examination of innovative experiences and approaches described at the conference, including instructional strategies, work and businesses that include skill training, and community development and leisure education programming; a conclusion and recommendations; and lists of workshop participants and group members.) (MN)

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N I E R

NON-FORMAL EDUCATION IN ASIA AND THE PACIFIC

Report of a Workshop

U.S. DEPARTMENT OF EDUCATION
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National Institute for Educational Research (NIER)
Tokyo, Japan

July 1987

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Published by

the Section for Educational Co-operation in Asia
National Institute for Educational Research of Japan

5-22 Shimomeguro 6-Chome, Meguro-ku, Tokyo, Japan

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INTRODUCTION

Increasing attention has been paid in the region of Asia and the Pacific to non-formal education, as a means to meet the needs of various groups of learners such as adults and those outside the formal school system. At the primary level, non-formal education functions in some countries as a support system for primary schools to achieve universalization of primary education. At the higher education level, institutions which employ distant teaching techniques have made a significant contribution to the broadening of higher educational opportunity.

Clearly, non-formal education is playing, in various forms at all levels, a complementary and increasingly important role in broadening educational opportunities for all. Schooling is no longer regarded as the sole educational means to national and personal development. Furthermore, formal and non-formal education programmes overlay and intertwine in response to urgent individual learners' needs as well as national needs. Various terms such as out-of-school education, adult education, community education, continuing education, further education and social education are used in different countries to describe those educational programmes which are totally or partially non-formal in nature.

For the purposes of reviewing the situation of and exchanging experiences in non-formal education programmes among the countries in the region, the National Institute for Educational Research (NIER), Japan organized a Regional Workshop on Non-formal Education Programmes in Asia and the Pacific from 11 to 28 November 1986 within the framework of the Asia and Pacific Programme of Educational Innovation for Development (APEID).

The objectives of the workshop were:

1) To review the state of the art of non-formal education programmes in participating countries;

2) To identify major problems, issues and trends in the area of non-formal education; and

3) To synthesize innovative experiences and approaches developed in this area.

Participation and Organization

The Regional Workshop was attended by eighteen participants from fifteen countries in Asia and the Pacific, and Unesco. The countries represented were: Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, the Philippines, the Republic of Korea, Sri Lanka and Thailand. Unesco was represented by Miss Charatsri Vajrabhaya, Assistant Programme Specialist, ACEID, Unesco Regional Office for Education in Asia and the Pacific, Bangkok. The list of participants is given in Annex I.

After the inaugural session, the workshop elected the following office bearers:

Chairperson:	Dr. Chareonpol Suvanachot (Thailand)
Vice-Chairpersons:	Dr. Geoff Caldwell (Australia) Prof. N. K. Ambasht (India)
Rapporteurs:	Mrs. Selina Akhtar (Bangladesh) Mr. Iain Galloway (New Zealand) Mr. Valena Wara (Papua New Guinea)

The workshop met in plenary sessions for the presentation of country reports, and in working groups to identify and analyze common problems, issues, trends and innovations in respect of non-formal education in the region (for list of group members, see Annex II). During the workshop, visits to non-formal education institutions in and out of Tokyo were arranged.

The Report

A draft report was presented at the concluding session of the workshop and was adopted with some modifications. The suggested modifications and corrections have been incorporated in this final report.

CHAPTER I

Present State of Non-formal Education

- Synopsis of Country Reports -

Participants to this workshop were required to prepare a paper on the position of non-formal education in their respective countries, covering the following points:

(1) concept or definition of non-formal education which is widely accepted in the country;

(2) major types/kinds of non-formal education programmes existing in the country;

(3) major changes in definition, modes of operation, areas of emphasis, etc. of non-formal education programmes observed for the last ten to fifteen years;

(4) linkages between formal and non-formal education;

(5) system of curriculum development (including resource materials) for non-formal education programmes; and

(6) innovative attempts recently made, if any, in the field of non-formal education.

These papers were further summarized by the participants for the preparation of this chapter, the purpose of which is to provide background information that will help the reader to understand and appreciate the reasons for many of the differences and similarities that exist in the countries participating in this workshop.

It should be noted that no attempt was made by the secretariat to edit the summaries with respect to content and styles of presentation in order to retain the country flavour of each presentation.

AUSTRALIA

Australia is in the midst of transition from dependence on Britain and the United States, to a more independent role, seeking closer contact, though in an uncertain way, with Asia. Like other countries, the economic situation becomes more and more difficult. Governments at both the state and federal level are losing confidence and credibility. In social terms, unemployment, welfare and changing gender roles are important issues in the socio-political area.

In like fashion, non-formal education in Australia is in the midst of change, and its ability to adapt quickly to social needs may account for its expanding importance.

The term "non-formal education" is known only to those in the adult education enterprise. Adult education, community education, continuing and lifelong learning are more broadly understood. Non-formal education may be defined as non-award courses or activities usually conducted through educational institutions, which are less vocationally-oriented and usually do not attract much financial support from government. The clients of non-formal education in Australia are adults.

Three strands of non-award adult and continuing education programmes can be identified - (a) vocationally-oriented programmes, (b) general educational programmes for general interest, recreation or personal development, and (c) remedial programmes to assist the disadvantaged.

Who are the major providers of non-formal education in Australia? The following are the most important.

Evening Colleges

Based at secondary schools, but independent of them, they offer general education courses and senior school studies for adults.

Technical and Further Education (TAFE) Colleges

TAFE colleges are the major providers of adult education, and conduct courses aimed at giving additional vocational skills, updated knowledge of technology, etc.; courses to meet the needs of disadvantaged adults; and courses for recreational purposes.

Universities and Colleges of Advanced Education

Universities have concentrated on the following activities in adult education: vocational competence activities; public information and discussion activities; personal development and general adult education; and preparatory or bridging studies. The first has had high priority, while the last has been viewed with some suspicion. Some universities and colleges operate radio stations for the broadcasting of educational programmes.

Courses are now being provided for senior citizens in the Schools for Seniors, University of the Third Age and the Elder-hostel programmes.

Community Education

One of the most remarkable developments in Australian adult education has been the growth of community based education. It is decentralized, easily accessible and is assessment free. Community co-ordinators, often funded by government agencies, take great organizational responsibility, acting from the community's perspective.

While community centres' main purposes are to provide educational opportunities, they serve as social and broader welfare centres. They cater to largely, but not exclusively, women primarily because of their daytime operation. Child care facilities are often set up with these centres.

Other Bodies involved in Adult Non-formal Education

Mention must be made of the other bodies which have significant involvement in non-formal education.

(1) The Workers' Educational Association and other organizations concerned with community education;

(2) Libraries, museums and art galleries in the provision of adult and community education;

(3) Commercial providers such as consulting agencies which offer training;

(4) Provision in private industry, church and cultural groups;

(5) State and Federal Government Departments;

(6) Professional bodies such as the Australian Institute of Management;

(7) Trade Union Training Authority;

(8) Arts Councils; and

(9) Australian Broadcasting Commission.

Two areas can be identified in which adult and non-formal education should respond to urgent needs. First, illiteracy in Australia has to be attended to, and estimates of the extent vary from 3.7 per cent to 10 per cent of the population.

Second, many Australians lack basic education in areas that significantly impinge upon their lives - such as elementary mathematics, knowledge of Australian society, basic personal rights, available helping resources and knowledge about how to vote, use public transport, etc.

Conclusions

Adult Community and Continuing Education which constitute what might be called non-formal education, is showing signs of growing vigour, maturity, and diversity in Australia. While still linked in many ways with formal education institutions, the decentralization and de-institutionalization trends accelerate.

As the authors of the most authoritative report on Australian adult education point out, one of the most striking characteristics of non-formal education in Australia is that it is 'phenomenally inexpensive' (Johnson/Hinton, 1986:45). Governments have yet to recognize that in value for money terms, non-formal education represents the best available value.

Further, community education has become a major vehicle for women in Australia to grow, develop and create a receptive environment for the exploration of personal identity and new directions.

Besides being the most decentralized of all sectors of education, NFE's content is whatever adult learners want at any given moment, at any given place and therefore it is of its essence community based, regionalized, flexible and volatile.

Reference: Johnson, E. and F. Hinton, It's Human Nature: Non-award Adult and Continuing Education in Australia. Commonwealth Tertiary Education Commission, 1986

BANGLADESH

Bangladesh has a population of 100.5 million and an area of 144,000 square km. which makes it amongst the most densely populated countries of the world. Mainly an agricultural economy with a low literacy rate, Bangladesh made serious attempts for socio-economic development through comprehensive development since her emergence as an independent state. The long-term socio-economic goals of Bangladesh are defined over the planning horizon ending with this century which was perceived at the time of the preparation of the Second Five Year Plan (1980-85). The goals are of course defined broadly in terms of the major problems facing the country, viz, poverty, unemployment, population and illiteracy.

The long-term objectives of the education sector are the achievement of Universal Primary Education (UPE), widening the base of secondary education, increasing the literacy rate to around 75% from its present level of 24%, development of high and mid level technical and scientific manpower and creation on a nation-wide basis, skills in all productive sectors.

Primary education in Bangladesh is characterized by low enrolment, high drop-out and repetition. In 1985 the enrolment rate was only 60% of the age cohort (6-24 years old). Again nearly 70% of the children who enroll in grade I drop-out before completing the 5-year cycle. Thus the majority of children enter into adulthood illiteracy.

The 5-year secondary level of education leading to the Secondary School Certificate (SSC) is by and large in the private sector although generously supported by government subvention. The system suffers from the problem of poor quality of teaching, large failure in the public examinations and lack of skill oriented curriculum, and lack of proper physical facilities.

At the higher level of the education pyramid, there is college education leading to a Bachelor's Degree. The major focus of studies in these colleges are humanities, science, medicine, engineering, law, commerce, agriculture, home economics and music. Most of the colleges lack in minimum basic facilities. As regards the university education, it is said that the universities have become a place to keep the young people off the labour market for a number of years.

Unlike the formal education, non-formal education has not developed well in Bangladesh. There is an urgent need to strengthen non-formal education programmes, particularly for those who never enter the formal school system (33% of the school going age children) or drop-out before completing the five-year primary cycle. However the following programmes illustrate some of the non-formal education activities undertaken by the Ministry of Education:

(1) Literacy programmes through Community Learning Centres (CLC); and

(2) Non-formal vocational training courses in five trades (3 for boys and 2 for girls) are being offered in 400 community schools for out-of-school youth.

Non-formal education has been defined as a complementary and supplementary means for providing education for age group 5-10 years old, as well as second chance education, literacy and productive skills, for the age groups 11-15 and 16-30 years old within a single national system and policy. A vast number of children of Bangladesh fail to enroll themselves or remain in the system for a very short time because of the poverty which necessitates their participation in economic activities in order to augment the families meager resources. It is not realistic to expect these children to go to the formal school. Consequently, an alternate strategy of providing education through part-time or overtime non-formal education emerged.

Adult education programmes which were earlier included in the ambitious programmes of the nation-wide mass education launched in the year 1981 are now being organized into the functions of the non-government voluntary organizations of the country. The programmes have also been vested with the Upazilas which will receive grants for this purpose. In the Third Five Year Plan (1985-90) a more realistic target of covering 2.4 million adults has been kept in the adult education programmes.

CLCs have been established to create a learning situation for the community in which the children are the main beneficiary. The idea is to make parents regard education of their children as a part of the total community activities. CLC is also to educate the parents on various aspects of life and environment including functional literacy and numeracy keeping in view the requirements of childhood education.

Community school project was launched in 1981 to face the problem of rural unemployment among the youth. The major objectives of this innovative project are to provide low-cost vocational training to the rural out-of-school youth and dropouts of secondary schools to enable them to acquire marketable skills in certain trades and thus link the training with the rural production processes.

Bangladesh Institute of Distance Education (BIDE) has since 1985, started a correspondence-cum-contract programme for secondary teacher training leading to B.Ed. degree under the affiliation of Rajshahi University. This has become one of the most popular non-formal higher education programmes in the country.

Besides these government activities, the activities of the non-government organizations have been co-ordinated under the central council formulated by the government. To mention the names of some of the N.G.Os who are among others doing commendable work in running work-oriented non-formal educational programmes are Bangladesh Rural Advancement Committee (BRAC), Under-privileged Children Education Programme (UCEP), Village Education Resource Centre (VERC), SUROVI, Masjid Mission, Masjid Shamaj, Bangladesh Literacy Society, Ahsania Mission, Savar Gono Pathshala, etc.

Besides these efforts, the Ministry of Education and the Social Welfare Directorate under the Ministry of Social Welfare and Women's Affairs run a few homes to educate the primary age group children. These homes follow the curricula of the formal school system. The Bangladesh Rural Development Board (formerly IRDP) organizes some literacy centres for women and children in collaboration with DANIDA.

Bangladesh has yet to establish a national strategy for non-formal education for the vast number of children and adults. It needs a well organized system of non-formal education to supplement and complement the formal system. The quality of non-formal education system has to be at least equal to, if not superior, the formal schooling. To achieve this a systematic effort in non-formal curriculum development and material production is needed. The Government is aware of the need of non-formal education and it is hoped that the task will be undertaken in good earnest in near future.

CHINA

Adult education is a major component of China's education system. Adult education refers to the education programmes for all those who are engaged in productive work and civil service, used today as a general term for peasants', workers' and cadres' education. The relevant department in the National Education Commission adopted this term as its name, that is, the Department of Adult Education.

For making China into a powerful modern socialist country, there is a great need not only for a large number of labour's reserve forces, but also for thousands of cadres, workers, farmers and other on-the-job staff to meet the programme requirements and become qualified employees. For the improvement of people's livelihood, materially and culturally, competent education to master the knowledge of modern life and add a zest to their life is required.

In China, the full-time ordinary school (college) education is called common education. While common school education appears to be unable to solve such difficult problems, it is thought that competent adult education is a significant factors for the progress of economics and technology.

The further education, follow-up education, community education and life-long education are usually referred to as adult education. Adult education may be non-formal or formal education. In Chinese phraseology, it means "to go by two legs".

To keep the adult education going smoothly, the fact taken into consideration is that the country has a very large population. China's consistent course of action in the field is to follow the mass line, that is to say, to mobilize the social forces.

Many levels, standards and forms are adopted, namely, multiple levels, multiple standards, multiple forms and multiple channels.

For the workers' university or specialized middle school, enrollees who have left their original production posts are subject to school's regulations and are permitted to graduate after passing examinations of required courses, graduate designing and debates. Their school records are recognized by the state. Therefore, the qualification of the graduate may be sufficiently ensured.

In the coming year our government firstly intends to reinforce post-vocational training; then develop the basic culture education, the record education and positively expand the follow-up education and launch the various forms of social education. Our government is determined to take three or five years to establish a nation-wide educational network of broadcasting and television with teaching by correspondence.

The Chinese government calls on all educators to take cognizance of brilliant achievements in adult education made by Asia and the Pacific region.

We think we should avail ourselves of the opportunity of the workshop to pledge ourselves to greater co-operation in the future.

INDIA

Definition

Although non-formal education is understood as 'organized educational activity outside the formal educational system' yet, in India it is commonly referred to mean "Planned and deliberate educational activities/programmes for out-of-school children of 6-14 age group, leading to achievement of learning outcomes comparable to that of formal elementary schools".

In this paper, therefore, discussion of programmes and activities has been limited to this particular area, although there are many comprehensive programmes and activities going on the country in the adult sector. (see chart on page 12.)

Major Kinds of Non-formal Education Programmes

Systematic and organized action research projects in the area of non-formal education (6-14 age group) began in India in mid-seventies and with success: "Bhumiadhar project" package consisted of five action projects in different parts of the country. This emphasized socio-economic development of the community and related education to learning of economic skills, at the same time it emphasized multiple entry. This was followed by opening of ten centres in each state by the National Council of Educational Research and Training (NCERT) where stress was on development of need-based decentralized instructional materials, and training of state and village level persons. A massive non-formal education programme was launched by government of India in nine educationally backward states, under which states were provided assistance to open non-formal centres for out-of-school children in large numbers as the scheme was visualized as a strategy of Universalizing Primary Education. In 1984-85 the likely number of centres was 141,417 with 2,912,665 children.

Many voluntary agencies have also entered this field and are running such centres and receive grants from the central government. International agencies like UNICEF and Action Aid are also helping in this venture, the notable one being UNICEF's assistance for Comprehensive Access to Primary Education (CAPE) project to develop a flexible, problem-centred and work-based decentralized curriculum.

Area of Emphasis

The area of emphasis at the present time is children upto the age of 11 who are to be covered by 1990.

Linkage with Formal Education

There is a strong linkage between non-formal and formal education as the National Policy on Education - 1986 and its Programme of Action have emphasized at number of places. Equivalence with the formal system is the major concern of all curricula developed for the purpose.

Curriculum Development

There has been concerted effort for development of curriculum, which was first developed for the experimental centres of Bhumiadhar project, then for the Massive Non-Formal Education Programme in the form of a model for states to adapt, both by the NCERT. States have been doing some efforts in this direction but no generalization can be made.

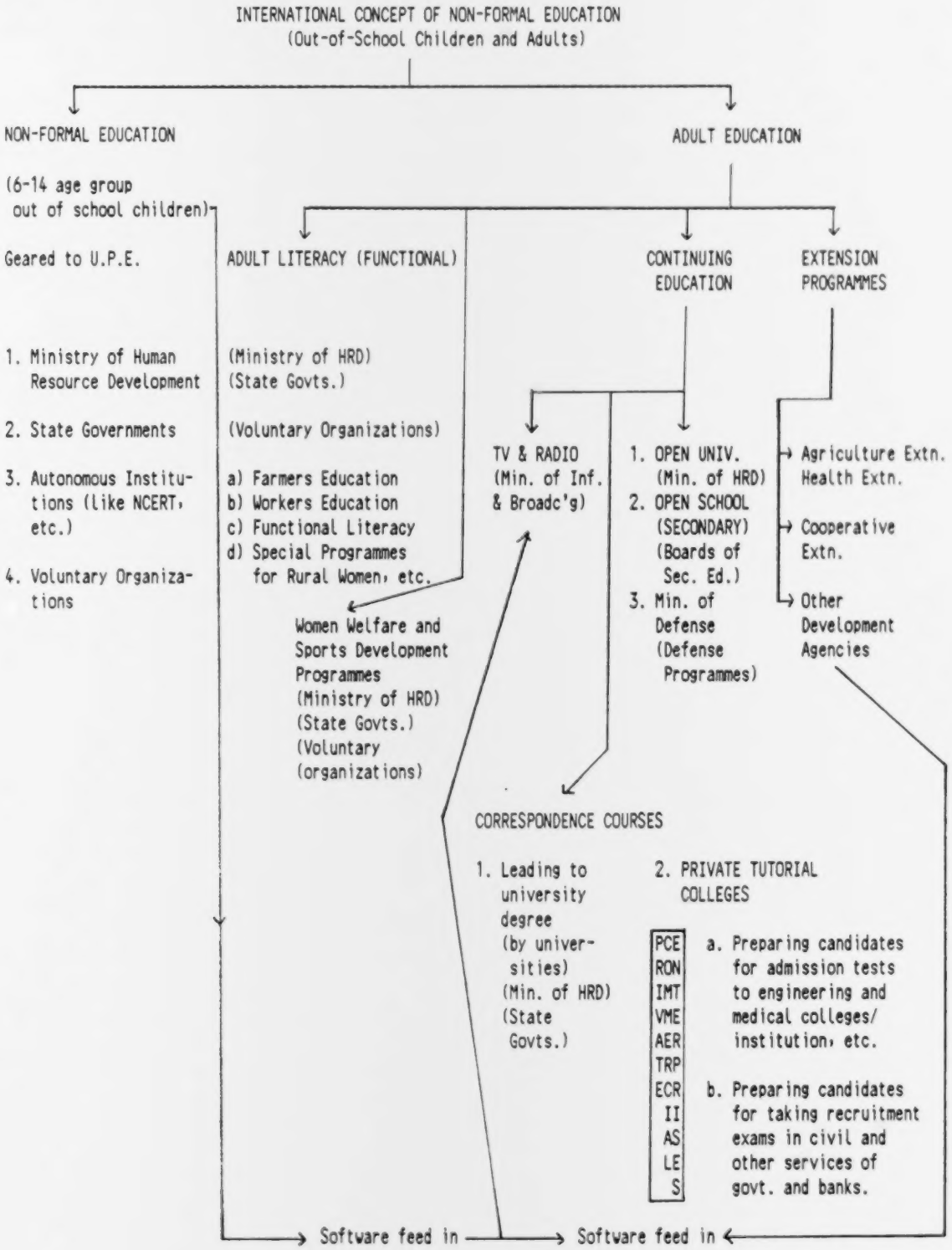
The Massive Non-Formal Education Programme is being evaluated by the author at the present time and the findings so far reveal that there are some states who follow the same curriculum and instructional materials as that of the formal schools; there are some who have condensed the curriculum and the instructional materials of the formal schools; there are some who have integrated curriculum and instructional materials while some have partially

integrated the curriculum and the instructional materials.

Future Trends

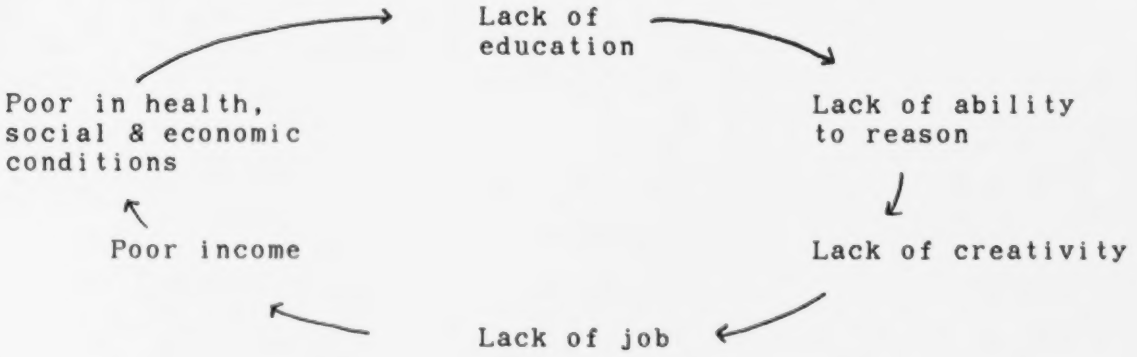
Use of mass media including TV is one of the major concerns in the new educational policy and stress has been laid on the use of technological aids. The New Educational Policy has opened a vista for innovations both in hardware and softwares.

There has been some identification of problem areas such as preparation of the instructor and his training. Stress is being laid on their training including preparation of training package. Similarly quality instructional materials based on research findings in this field are in process of development. Some have already been produced and some are being developed.


INTERNATIONAL CONCEPT OF NON-FORMAL EDUCATION
(Out-of-School Children and Adults)
NON-FORMAL EDUCATION
ADULT EDUCATION
(6-14 age group
out of school children)
Geared to U.P.E.
1. Ministry of Human Resource Development
2. State Governments
3. Autonomous Institutions (like NCERT, etc.)
4. Voluntary Organizations
ADULT LITERACY (FUNCTIONAL)
(Ministry of HRD)
(State Govts.)
(Voluntary Organizations)
a) Farmers Education
b) Workers Education
c) Functional Literacy
d) Special Programmes for Rural Women, etc.
CONTINUING EDUCATION
EXTENSION PROGRAMMES
TV & RADIO
(Min. of Inf. & Broadc'g)
1. OPEN UNIV. (Min. of HRD)
2. OPEN SCHOOL (SECONDARY) (Boards of Sec. Ed.)
3. Min. of Defense (Defense Programmes)
Agriculture Extn.
Health Extn.
Cooperative Extn.
Other Development Agencies
Women Welfare and Sports Development Programmes
(Ministry of HRD)
(State Govts.)
(Voluntary (organizations)
CORRESPONDENCE COURSES
1. Leading to university degree (by universities) (Min. of HRD) (State Govts.)
2. PRIVATE TUTORIAL COLLEGES
PCE RON IMT VME AER TRP ECR II AS LE S
a. Preparing candidates for admission tests to engineering and medical colleges/ institution, etc.
b. Preparing candidates for taking recruitment exams in civil and other services of govt. and banks.
Software feed in
Software feed in

INDONESIA

The majority of the population (80%) live in the rural area. Many aspects of living conditions in the rural area must be improved to break the vicious circle of many kinds of shortcomings.



To break the vicious circle, every Department concerned, should take part and work together simultaneously in the same area. Priority is given to the poor area.

From the point of the Department of Education's view, the action areas are:

(1) Eradication of illiteracy;

(2) Universalization of primary education; compulsory education of 7-12 year; and

(3) Continuing education/non-formal education/adult education.

Definition of Non-formal Education

What is meant by non-formal education (NFE) is efforts made purposely, regularly and in a planned way, with the aim of changing men's behaviour toward the direction desired, carried out in out-of-school, at home or in society.

Concept of Non-formal Education

The task of non-formal education covered:

(1) As pre-education: It is because of the existence of a reality blindness of the child's capability by the child's parents or family. More attention should be given so that parents prepare to give suitable protection, opportunity, facilities which enable

the child to develop in a healthy atmosphere, physically, mentally, socially and morally.

(2) As substitute education: Neglectance of education for school-age children in Indonesia still prevails, so that the help of non-formal education is needed by them.

(3) As re-education. This re-education means the re-culturalization for several ethnic groups which differ very much in the culture from the other Indonesian group. Most of them live in remote places. It is also means to re-educate the evildoer.

(4) As follow-up/continuing education: Follow-up/continuing education is interpreted as education for those who finish formal school, already have job, but still feel the need to increase their quality of life or productivity of their work.

Among these 4 tasks of non-formal education, Department of Education and Culture mainly takes up point (2) and (4).

Educational Approaches

Educational approaches/methods used to operate the non-formal education programmes might be in the form of:

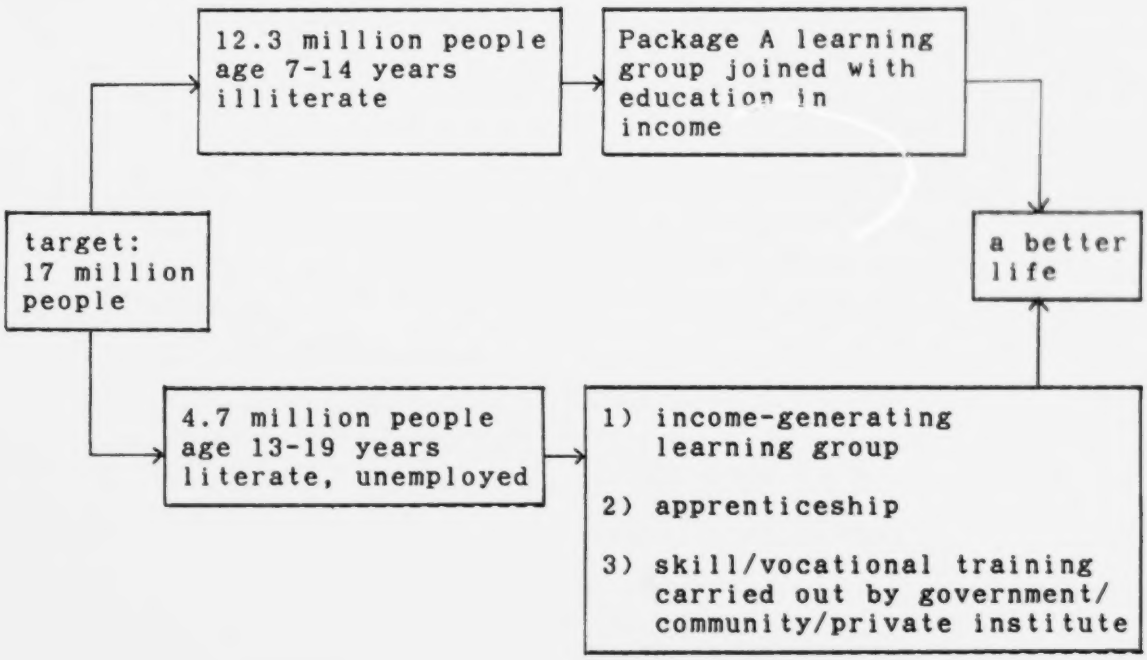
(1) Learning group taught by a tutor/skilled one in a special area;

(2) Using printing materials, radio, TV and:
- group discussion/practice;
- group discussion/self learning;

(3) Apprenticeship.

Major Types of Non-formal Education

The contribution of Department of Education and Culture in the line of programmes of activities and aims of the fourth 5 year development planning (1983-1988) on non-formal education is as follows:


12.3 million people age 7-14 years illiterate
Package A learning group joined with education in income
target: 17 million people
a better life
4.7 million people age 13-19 years literate, unemployed
1) income-generating learning group
2) apprenticeship
3) skill/vocational training carried out by government/ community/private institute

Curriculum Development System for Non-formal Education Programmes

To compile a curriculum on a national scale for each non-formal learning programme is an impossible matter, because not all non-formal education programmes can be standardized. A regional and local learning programme is a must, because the non-formal education programmes are based on:

(1) A comprehensive basis: The learning activity is of an overall kind, and must be able to fulfill the need of education for everybody;

(2) An open system basis: It means that the learning programme must be broad, so that it is able to provide the opportunity for everybody to learn according to his needs, may it be in the morning, afternoon, evening or at night;

(3) A lifelong education basis: The learning programme of non-formal education must fulfill the need to learn for everybody of all ages.

Attention should be paid to several items in compiling the curriculum of non-formal education programmes, i.e.:

(1) Relevance: Non-formal education curriculum is compiled with the orientation to the needs of the people who are studying;

(2) Efficiency: Utilize local sources in need of development, without high cost, looking at the present need, using local equipment;

(3) Effectiveness: Seen from the learner's point of view, it concerns to the aim of the lessons wanted which can be reached;

(4) Flexibility: The student is free to choose an education programme.

Linkage between Non-formal and Formal Education

There is a positive linkage between NFE and formal education. Non-formal education (FE) exists because the current formal education is impossible to supply the needs of individual or community aims in quantity and in quality. The formal education alone is impossible to receive and develop the hidden capacity and capability of each individual. If school starts at certain time, the non-formal education starts to work when the persons get back from the formal educational programmes.

When a child or a grown-up cannot follow formal education or becomes a drop-out, the formal education then has no special programme to serve them; the non-formal education then starts to give the Package A learning group programmes which can be followed by an examination at the elementary school level. If a person needs knowledge, skill and attitude where no school is available, then the non-formal education offers him a follow-up education.

The Government is aware of the role of non-formal education to improve the people's living conditions. It is hoped that the task will be carried out successfully.

JAPAN

Social Education and Non-formal Education

The term 'non-formal education' is not used in Japan in its educational policy. With the broad definition of non-formal education as systematic learning activities undertaken outside school education, a part of social education programmes under the Ministry of Education, Science and Culture (MOE) and the vocational training/learning programmes under the ministries other than the MOE constitute major parts of non-formal education in Japan.

Major Programmes in Non-formal Education

Current non-formal programmes are illustrated in accordance with programme sponsors/providers.

(1) Programmes Conducted/Financed by the MOE and Local Boards of Education

The MOE's social education policy is materialized through either the programmes of national social education facilities (e.g., national youth houses, children's centres) or subsidies and guidance to the local boards of education. Local boards of education organize their own learning programmes or offer opportunities through the social education facilities under their

jurisdiction (e.g., citizens' public halls, libraries, museums, youth houses, children's centres).

(2) Programmes Conducted/Financed by the Local Governments and the Ministries other than the MOE

Many ministries undertake non-formal education programmes. For example, the Ministry of Health and Social Welfare gives community health centres its guidance and financial support for their operation of the classes for maternity and child-care, and the Ministry of Agriculture, Forestry and Fishery (MAFF) does the same for the municipalities to spread the learning programmes in rural areas for the improvement of rural life. Local governments also conduct various types of non-formal learning programmes.

(3) Programmes Provided by Voluntary Organizations and the Education Service Industry

There are a large number of voluntary social education organizations, and many of them such as PTAs, housewive's associations, YMCAs, etc. organize the learning programmes for youth, adults and women in various forms. Newspaper companies, broadcasting corporations, department stores and others have been providing since the middle of 1970s learning opportunities, mostly charged, for the public. They are called 'education service industry' and have gained popularity particularly in urban areas.

(4) Extension Courses

Upper secondary schools, junior colleges and universities organize, jointly with local boards of education or independently, classes and courses for the public for a fixed period of time.

(5) Programmes in Vocational/Technical Education

Vocational/technical education is conducted by the special training schools, which are non-formal institutions in Japan, under the MOE, the vocational training institutes under the Ministry of Labour and the agricultural training facilities for farmers under the MAFF.

(6) Programmes by Use of Correspondence and Broadcasting

Social correspondence programmes by use of postal services are carried out by non-profit organizations or firms. Also radio and TV programmes are extensively utilized for educational purposes by the public. The Japan Broadcasting Corporation (NHK) plays the leading role in this field, especially with its Educational Television Service and its Radio Two Programme.

Development of Non-formal Education Policies in Recent Years

Two reports from the advisory organs to the Minister of Education, one is a report of the Social Education Council in 1971: 'Social Education in Rapidly Changing Society' and the other report of the Central Council for Education in 1981: 'Lifelong Education' contain recommendations on future directions that social education should take. Against the background of so-

cial changes, e.g., industrialization, urbanization, increase of nuclear families, ageing population, etc. the leading principle of the recommendations is systematization of social education from the viewpoint of lifelong education in order to vitalize and develop the Japanese society. These recommendations have been accepted in principle by the government, and many measures recommended in the reports have been implemented both at the national and local levels. Also the National Council on Educational Reform reiterates reform of education along this line.

Linkage between Formal and Non-formal Education

There was no institutional linkage between formal and non-formal education. In the process of discussions in advisory councils, however, voices to demand more flexible administration in education have been raised and, as a result, from 1986 onwards the graduates from the advanced courses of special training schools which meet the standards set by the Minister of Education are given qualification equivalent to the graduates from formal upper secondary schools.

Curriculum Development in Non-formal Education

Social education advisers in local boards of education and professional staff in social education facilities compile learning content on the basis of survey on learning needs of community people. In many cases, however, findings of the surveys are used only for building the broad framework of programmes and more specified organization of teaching/learning processes are left to individual instructors. In the education service industry , on the other hand, instructors and organizers pay an earnest effort for development of curricula to gain maximum profit by attracting a large number of the audience.

Innovative Practices in Non-formal Education

Practices that deserve the word innovative now in Japan are those being developed on the basis of the concept of lifelong education. One of such practices is found in Akita Prefecture where efforts have been made to systematize existing administrative mechanism as well as formal and non-formal education facilities with the framework of lifelong education. Easier access of community people to information on learning is another area of importance. Several cities and towns have, therefore, regarded the compilation of data base for lifelong learning information and the collection and dissemination of information as the core of promotion of lifelong education. For a practical consideration of lifelong education, an idea has gradually gained in popularity that learning issues relevant to one's specific life cycles should be dealt with. Practices on this line are found in many municipalities.

MALAYSIA

The non-formal education (NFE) in Malaysia is not under the administration of one Ministry. Since the content of NFE is varied and dependent on specific communities, the NFE activities are assigned to arms of government with specific expertise. Thus different terminologies are used to suit each programme. However there is a general acceptance among these agencies for the continue use of these terminologies as they are firmly accepted in their structures of education. This is enhanced by the general understanding of NFE concept as a programme geared to development action in terms of self, community and national development. It is also noted that NFE activities of the various government and non-government agencies seem to be in line with the definition used in the International Council for Educational Development (ICED) which states NFE as "any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives".

At the rural level, NFE programmes of the Community Development Division of the Ministry of National and Rural Development include community education (rural libraries, functional literacy, Islamic religious classes and vocational training), and family development activities (pre-school services, home economics and family life education). The extension programmes of the Ministry of Agriculture include activities, such as, consumer education, home management, food processing and income-generating activities; moral and civics education; farmers project and technical services in agriculture, fishery, veterinary activities (the target groups are farmers and their families who need education to cope with the changing environmental, social and cultural requirements, such as agriculture technologies and fertilizers), while the health activities of the Health Department concern environmental sanitation, family health and nutrition education.

At the regional or national level, NFE concerns programmes which are often offered at learning institutions. Such programmes are provided for anticipated retirement, leisure and creative activities, in-service training as well as to secure manpower for future needs. For the out-of-school youth the programmes include occupational skill training, commercial training, electronic data processing training, trade standard testing and apprenticeship training, national youth training and national youth pioneer corps. These types of programmes are mainly sponsored by MARA, the Manpower Department and the Ministry of Youth, Sports and Culture and some by the private organizations. Courses that lead to public examinations of the formal system of education, such as, Sijil Rendah Pelajaran (Grade 9)/Sijil Pelajaran Malaysia (Grade 11)/Sijil Tinggi Pelajaran Malaysia (Grade 13) are also organized by the private sectors.

Each agency provides in-service training for its staff. The Institute of Public Administration provides modular system of instructions in courses related to public services; the Centre of
Extension and Continuing Education of University Pertanian Malaysia provides training to farmers and extension personnel in related fields; the KEMAS Training Centres provide various courses for the community development workers, supervisors and officers; and the Department of National Unity provides national solidarity activities aimed at promoting the concept of

neighbourliness amongst the different ethnic groups. It also caters the pre-school service as one of its activities.

The links and complementarity have been established where the output of NFE could enter the formal education at the tertiary and school levels, provided they meet the requirements of those colleges, universities or the formal school system. However, there is no special NFE programme equated to primary education of the formal education system undertaken by the agencies. Recently (1986) KEMAS and MRSM (two agencies under the Ministry of National and Rural Development) started pilot projects in conjunction with their existing activities by organizing special tuition sessions for the 'selected' rural children to cope with their school assignments. This project aims at curtailing the number of drop-outs of the formal school system.

In general, the curriculum of NFE activities of each agency is formulated through a committee within its own agency. For the training of the community development workers, a special curriculum committees, comprised of experts in related fields and of different agencies are formed according to the different disciplines.

One of the major innovative NFE activities recently carried out in the rural areas is the development of handicraft units, whereby potential producers and learning groups could produce handicrafts or get contractual work in tailoring for local consumption as well as meeting the demand of the Handicraft Marketing Organization (Karyaneka). Hence, this activity encourages income-generating courses for the learning groups. Another innovative attempt in NFE is the integration of Islamic and moral values in all the activities.

Conclusions

It is recognized that the concept of non-formal education in Malaysia has dramatically changed, that is, from adult education (1961) to continuing education and even to lifelong education; from basic literacy activities to "all aspects of living", from pre-school service to adult programmes and from conservation of resources to income-generating activities.

NEPAL

Educational development in Nepal has been remarkable during the past three decades. The implementation of New Education Plan has brought a great change in our education system.

This plan aims at promoting for the following principal objectives:

(1) The democratization of educational opportunities;
(2) Raising the quality of education;
(3) The promotion of vocational education; and
(4) Strengthening the sense of national integrity among the people.

There has been considerable growth in quantitative expansion of enrolment. For instance during 1975-80 alone, primary enrolment went up by 135

percent, lower secondary enrolment by 125 percent and secondary enrolment by 80 percent. Similarly higher education enrolment went up by 64 percent during the same period.

Nepal's literacy rate is one of the lowest in Asia and absolute number of illiterates is on the increase due to high rate of population growth, slow progress in making adults literate as well as high drop-out rate of the primary level of education.

Non-formal education only during the past few years has come into focus as a potential strategy in formulating various literacy and skill-based programmes for bringing about development and change among the people, especially among the rural population of the country.

Unesco has recently proclaimed literacy as one of the human rights, and urged nations of the world to eradicate illiteracy by the year 2000. His Majesty's Government of Nepal has tackling the problem of illiteracy by implementing various measure sources.

The seventh plan (1985-90) of the country has fixed a target of attaining the literacy rate of 39% by undertaking functional as well as general literacy programmes. Several ministries and departments of the government and various non-governmental organizations are implementing non-formal education programmes.

The sixth plan (1980-85) had recognized literacy as one of the basic minimum needs of the country. The plan launched the expansion of the functional literacy programmes, starting functional literacy classes in areas covered by the Integrated Rural Development Project establishing reading centres for the adults and involving local panchayats and social organizations in literacy promotion activities.

The Ministry of Education and Culture will conduct various programmes as Education for Rural Development (Seti Zone) Project, Primary Education Project, German project, all of which had favourable effect on primary education in our country.

There are currently seven Integrated Rural Development Projects being implemented 22 districts in the country:

(1) Rasuwa - Nuwakot IRDP;
(2) Sagarmatha - IRDP;
(3) Kosi Hill area - IRDP;
(4) Mahakli - IRDP;
(5) Rapti - IRDP;
(6) Karnali-Bhari - IRDP; and
(7) Integrated Hill Development Project.

Non-formal adult education programme is conducted by the Ministry of Education and Culture and lasts for six months, the later two months being devoted for functional areas. The programme uses several new approaches, such as making the adults acquainted with written language by the use of "key word" approach and engaging the adults in discussion on the basis of pictures that depict typical rural problems. The activities involved in these

programmes are selection of sites, establishment of the centre, recruitment of the teachers, provision of training in literacy and formation of areas, distribution of reading materials and securing assistance of locally available resource persons on functional areas.

Nepal is a small country with great diversities of ethnic groups, each of which has its only ways of living with specific language or dialect. The primary school children of such ethnic groups as tharous, chapangs, sharpas specially in the first grade could not respond to the school situation. The non-formal education is long since facing its problem of motivating the people to attend classes. There is difficult to gather adults to literacy class due to topographical, economic and social reasons.

Now our government is seriously considering to fix target data for universal literacy and specific literacy targets. Primary education is free from grade one to five. Even textbooks are also distributed free of charge. The universalization of primary education could be fully achieved by the end of 2000 AD.

NEW ZEALAND

New Zealand has moved from being a relatively homogeneous society towards being multi-cultural. Over 14% of the population is Polynesian including several significant groupings from neighbouring South Pacific Island states - the Cook Islands, Western Samoa, Tonga, Fiji, Niue and Tokelau.

The Maori, New Zealand's indigenous race, have a rich cultural heritage which they are actively seeking to maintain. The European, largely of British stock, are the dominant group in this country, with English being the official language.

Free and secular education is provided in state primary and secondary schools for all children between the ages of 6 and 15 years. Most children begin their primary education at the age of 5, and a majority of these have already attended a pre-school facility, either kindergarten (largely resourced by the state) or play-centre (dependent upon parental involvement and offering non-formal learning opportunities) or Te Kohunga Keos (language nests) for Maori youngsters where the Maori language is spoken, and parents are able to learn from participating elders.

At the age of 15, students sit for their first public examination - the School Certificate. 45% of candidates are destined to fail; including a high proportion of Maori and Pacific islanders - (64.7% of Maori students left school with no qualifications in 1982).

13% of students from working class backgrounds enter the senior secondary school (Forms 6 and 7), and 35% of school leavers in 1983 intended to go on to university, tertiary institutes or teachers colleges.

For the majority of them, formal education ends in their mid to late teens, with continuing in-service education taken up by professional and some trade/technician sectors.

Definition

In 1984, the National Council of Adult Education established its Lifelong Learning Task Force, charged with reviewing the allocation of resources to the lifelong sector in line with the present government's social equity policies. In its 1985 report, the Task Force defined non-formal education as:

> "occurring in a variety of settings. It differs from informal learning in that it is initiated by members of the community perceiving a learning need. Non-formal learning remains under the control of the participants".

Types of Non-formal Education Programmes

A wide variety of agencies (both government and non-government) are involved in the promotion of non-formal learning opportunities in New Zealand.

There are several avenues by which formal agencies can be involved, especially when the co-ordinators or organizers are sympathetic with the non-formal process. The most numerous opportunities come through extension programmes attached to secondary schools, when tutor hours can be either utilized for non-formal situations, or delegated to groups to use in their own right. Technical institutes, community colleges and university centres for continuing education will, to varying degrees, make similar undertakings. The University of Waikato and Wairariki Community College are the most notable, where local committees identify local needs, and the centre staff endeavours to organize learning opportunities accordingly.

Organizations such as the Workers Educational Association, Te Ataarangi, Pacifica Playcentre Federation, New Mothers' Support groups, Women's Health Centres, Parents Centres, Marriage Guidance Council, YWCA and local organizations have played significant roles in promoting non-formal learning over the years.

The National Council of Adult Education, as the statutory body charged under its Act of Parliament with overview, advisory roles and identifying gaps in provision, has taken action in adult literacy, worker posted education courses, Maori adult language development, the training of adult educators, country education through the media (especially radio), ageing education and Pacific Islanders' adult education opportunities. The majority operate as organizations in their own right with their own identity and funding support from government.

Major Changes

As in Australia, non-formal education in New Zealand is seen to be marginal. Resourcing is the best indicator of this: in 1975, 99.34% of government funds allocated to the tertiary sector went to universities, teachers colleges and technical institutes, while 0.58% went to the non-formal sector.

Agencies report resourcing to be major concern, as well as support for volunteer workers and co-operation from the formal sector. Small increases in funds have been made by the present government, but sources other than Vote: Education have offered an alternative income, yet these are diminishing at the present time such as unemployed worker assistance programmes and allocations from philanthropic trusts largely due to inflation and competition.

Several funding initiatives have been undertaken by government where funds were allocated to local committees for further distribution to non-formal groups. However, these have come to an end. It is this local decision making to reinforce community development practice which non-formal groups continue to articulate.

The need for greater access for disadvantaged groups to learning opportunities is also of concern, in line with government's stated social equity policies.

New Zealand is undergoing a period of rapid change at the moment with unemployment on the increase, farmers and rural communities readjusting to decreased world prices and a need for diversification, a greater polarization in the distribution of wealth, deregulation of the economy, changing taxation structures, new peace policies amid a higher violence rate in the community, restructuring of the private and public workforce sectors with the closure of large plants (often major employers in small communities) and corporatization of government departments.

The need for non-formal education is greater than ever to help individuals adjust to social change and enjoy self determination. However, before progress can be made, educators should be able to act as animateurs, and public promotion campaigns will be required. The Government's Royal Commission on Social Policy, and the Tertiary Review will be further means, by which focus can be made on access to lifelong learning opportunities, and the roles various agencies can play in meeting overall objectives. At that stage, commitment may also be possible in increasing resource allocations to this increasingly important sector of education.

PAKISTAN

Definition

Non-formal education is any organized and systematic arrangement or process for imparting education and/or training outside the established and conventional stream of education and training, so that formal education, too, may incorporate non-formal education elements (e.g., at the simplest, a service of educational audio-cassettes, and non-formal education may include formal education elements at its most obvious level, a school building and its facilities) and indeed, the two are in a position to strengthen and enrich each other when they interact rather than run along separate parallel lines.

Scope

In Pakistan's current socio-economic position, non-formal education encompasses the following target groups:

- rural population;
- women;
- school drop-outs and out-of-school youth;
- unemployed, under-employed and under privileged youth and adults to upgrade their existing qualification; and
- handicapped.

For these target groups, the emphasis is on:

- literacy;
- social education for the development of life skills, to tackle common socio-economic problems; and
- occupational education, primarily in the rural and agricultural sector and assist as it relates to general factors leading to increased productivity in the industrial sector.

Programmes of Non-formal Education

I. Government Organizations

(1) Federal Ministry of Education, Islamabad

Rural Education And Development (READ) programme is being done under the direct supervision of Primary and Non-formal Education (PNE) wing of the Federal Ministry of Education. The project aims at improving the living conditions and earning potential of rural masses as a vehicle for rural development through establishment of a package of five components, namely, (a) village workshops; (b) women education centres; (c) adult literacy centres; (d) Mollah schools, and (e) Mosque schools.

(2) Literacy And Mass Education Commission (LAMEC)

LAMEC has launched two non-formal education projects:

(a) Nai Roshni (new light) School Project

The purpose of this project is to provide an opportunity to school drop-outs and out-of-school children in the age group of 10 - 14. The graduates of these students after qualifying primary level examination conducted by Provincial Education Department will be admitted in the 6th grade in the formal system.

(b) Iqra Pilot Project

The main feature of this pilot project is that any one who teaches literacy will be paid one thousand rupees as honorarium per person, provided that the new literate demonstrates the ability to read a newspaper and write a simple letter in any language.

(3) National Institute of Communication in Education (NICE)

The objectives of this institute include: (a) to develop communication strategies and to produce campaign oriented public education programmes on literacy, health and nutrition, agriculture, population planning and rural development; (b) to develop and produce learning materials for the neo-literates; and (c) to develop self learning packages on religious education programmes for Pakistan's abroad and enrichment programmes for formal system.

(4) Allama Iqubal Open University (AIOU)

AIOU is an institution of distance learning. However, it helps in providing mass education to people at large. Two of the famous non-formal education projects launched by AIOU include:

(a) Integrated Functional Education Project (IFE); and
(b) Functional Education Project for Rural Areas (FEPRA).

(5) Ministry of Information and Broadcasting

This ministry also offers non-formal education programmes through Pakistan Broadcasting Corporation and Pakistan Television Corporation.

(6) Ministry of Health, Social Welfare and Population Planning

Focus on health education and family planning though non-formal ways.

(7) Pakistan Academy for Rural Development helps in skill development for the rural people.

(8) Women Division

This division runs literacy centres, health education programmes and skill development centres to help the women in both urban and rural areas.

II. Private Organizations

The following agencies are also participating in the organization of non-formal education activities in Pakistan:

(1) All Pakistan Women Association (APWA);
(2) Adult Basic Education Society (ABES);
(3) Pakistan Girls Guide Association (PGGA); and
(4) National Farm Guide Movement (NFG).

Problems

(1) Finances;
(2) Staff development;
(3) Co-ordination between various non-formal education agencies; and
(4) Linkages with the formal education system.

PAPUA NEW GUINEA

Definition of Non-formal Education

Non-formal education in Papua New Guinea covers a very large scope of organizations not gathered under one umbrella but existing everywhere around the country. However, the definition of non-formal education in Papua New Guinea which has endued for a decade states that:

> "Non-formal education is any systematically organized education activities carried on outside the framework of the formal school system to provide selected types of learning to participate sub-groups in the population; adults, youths as well as children."

Major Types of Non-formal Education Programmes

(1) Vocational Centres and Village Development Centres

These centres have been established to provide appropriate training in wide range of practical skills.

(2) Village Tok Ples Pre-school

Village T.P.P.S. run by local vernacular before the children are enrolled in community schools.

(3) Other National Governmental Departments

Departments such as Primary Industries, Commerce, Health. Provincial Affairs, Youth and Women and Sports and Recreation.

(4) College of External Studies and Other Non-government Agencies

These agencies played a major role in contributing to national development through non-formal education. Many of these are church related groups.

Linkage Between Formal and Non-formal Education

There is a serious gap developing between formal and non-formal education. Therefore, programmes such as Secondary School Community projects, College of External Studies, and Tok Ples Pre-schools are established to bridge the gap between formal and non-formal education.

Curriculum Development in Non-formal Education

The non-formal Section of the National Department is now producing the International Labour Organization (ILO) employable Module System of curriculum to be used in vocational centres and village development centres. Training of vocational and village development centres' staff will be enhanced by participating in ILO curriculum bank project. However, all other

government departments and non-government organizations also develop their own materials for teaching. For example, Yenpela Dickman (young farmers centre), Tok Ples Pre-schools, Secondary School Community Project, St. Joseph Training Centre, Manee Kwih and Tetime Rural Training.

Innovative Attempts Recently Made

Population of Papua New Guinea is 4 million. About 81% of the entire population of Papua New Guinea is living in rural areas and depends upon subsistence gardening and/or small scale business. The development in rural areas needs to consider the necessity of improvement of subsistence agriculture to avail the problems of unbalanced development between rural and urban areas.

Recently a document was produced on the Co-ordination, Development and Implementation of Non-formal Education in Papua New Guinea, by Michael Olson, Ephraim Apelies and Jacquelin Waselewskil. This document is to be seriously considered because this document contains what is needed for Papua New Guinea's non-formal education. In view of the large number of citizens living in rural village, without income-generating skills, without basic literacy and numeracy, skills needed to know or learn income-generating skills, such basic education needs to be developed as a major contribution to new education. There is a need to enhance the villages as an attractive place for the young to build their future lives.

Basic education should aim at creating the kind of rural training opportunities that will attract young people to plan their lives in the village setting.

PHILIPPINES

Non-formal education in the Philippines is considered as an important component of a lifelong continuing process of the total educational system. It is aimed at developing individuals to become self-reliant, self-sufficient and self-disciplined, hence its ultimate goal is the development of the whole-man for him to actively participate and productively contribute in nation-building.

Non-formal education is referred to as any organized and semi-organized educational activity operating outside the regular structure and routines of the formal system, to provide selected types of learning to particular sub-groups in the population, especially the out-of-school children including youth and adults.

Non-formal education has many distinguishing characteristics, among which are as follows:

(1) The programme is intended for meeting the specific needs and aspirations of the particular target group.

(2) It is usually concerned with the immediate, practical, purposeful and meaningful activity for the improvement of the quality of

life.

(3) Learning process usually takes place anywhere, anytime, and in many forms or ways outside of the school.

(4) Proof of knowledge is determined through actual performance.

(5) It does not involve highly organized context, staff and structure.

(6) It is usually a part-time activity of the participants.

(7) It is less costly as compared to formal education.

(8) It does not require customary criteria for admission at most time.

(9) Instruction are seldom graded and sequentially arranged.

(10) Learning activities/programmes are very flexible and more susceptible to innovation.

(11) Instructors are selected based on demonstrated ability and not on credentials.

(12) It is usually open for voluntary services.

(13) The administration is diffused; not the sole responsibility of any single agency.

(14) Non-formal education is for everybody.

If education is to rich millions of children, young and adults, non-formal education is the only alternative and effective way outside the formal system, thus, it can provide numeracy and communication skills, including the acquisition of necessary vocational/technical competencies for the improvement of life. Non-formal education focusses on practical, functional, and often work- and job-oriented activities.

Organized adult education in the Philippines started soon after the inauguration of Commonwealth Government in 1935. It was only in the early seventies that the term 'non-formal education' gained prominence in the educational parlance.

Following the promulgation of P.D. No. 1139 which took effect on May 13, 1977, the Office of Non-formal Education (ONFE) was established as a unit of the Ministry of Education and Culture. The ONFE formulates, co-ordinates and supervises projects/activities of non-formal education and recommends policies and legislations for the effective implementation of the country's non-formal education programmes.

With the enactment of Batas Pambarsa Blg. 232, otherwise known as the 'Education Act of 1982", the Bureau of Continuing Education (BCE) of the Ministry was created. This Bureau is primarily concerned with planning, policy formation, and monitoring activities of non-formal education in the 13

geographical regions of the country. As one of the five existing bureaus under the Ministry of Education, Culture and Sports (MECS), it is headed by a Director. The BCE has an Assistant Director and three Division Chiefs. From 1977 to 1984, the non-formal education programme of the Ministry was focused on seven areas of concern, namely: (1) functional literacy; (2) basic vocational/technical skills training; (3) civic citizenship; (4) socio-cultural development; (5) sports and physical fitness; (6) effective leadership training; and (7) mass media education.

Beginning calendar year 1985, pursuant to MECS Memorandum No.201,s. 1984, the non-formal education programme has been refocussed to two main packages as follows: (1) functional literacy and (2) livelihood skills development.

(1) Functional Literacy Programme

It is aimed at producing a citizen, particularly the illiterates and semi-illiterates out-of-school youth and adults, who makes reading a habit and thus enable them to understand others and work in unity with them for national development. This programme includes the following projects:

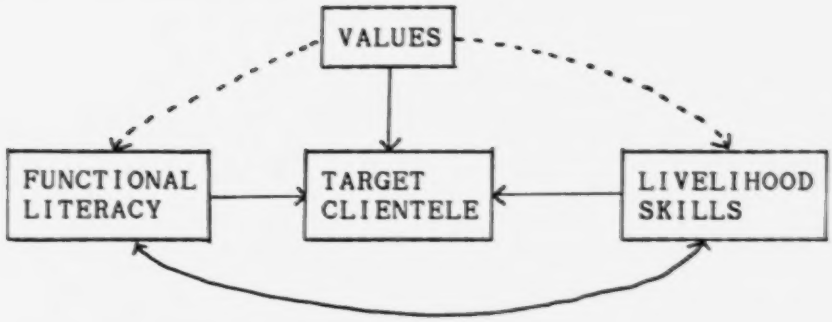
(a) Intensive Literacy Campaign;
(b) Development and Production of Materials for Neo-literates;
(c) Project "Magbasa Kita";
(d) Organizing/Strengthening of NFE Reading Centres;
(e) Continuing Learning Delivery System; and
(f) Basic Education for Elementary Dropouts.

(2) Livelihood Skills Development Programme

This particular package aims to equip the target population with basic livelihood/occupational skills to help them earn a living to augment their income and save hard earned money through better home management practices. Under this area of concern are the following projects, to mention a few:

(a) Intensive Livelihood Skills Training;
(b) Self-Reliant Home Movement;
(c) Barangay Operation for Livelihood Development or Project 'Bold';
(d) Training of Multi-disciplinary Educational Personnel in Rural Areas; and
(e) Integrated Continuing Education for Families of Overseas Contract Workers.

Consistent with the new education thrust of the Ministry of Education, Culture and Sports, the integration of values component into the two above-named major areas of concern of non-formal education will be given due course of action, as illustrated in the schematic diagram below:



There were also some special non-formal education programmes/projects which the Bureau has launched and implemented, e.g. Dissemination of Science and Technology Knowledge for Out-of-School Activities Designed for Young People; Non-formal Education for Women; Strengthening of Parent Education; and Implementation of DELSILIFE (Development of a Coordinated Educational Intervention System for Improving the Quality of Life).

Other forms of non-formal education programmes are found in the Philippines. Varied as they may seem, they provide different strategies/ways of attacking the problems of illiteracy, unemployment and juvenile delinquency.

The establishment of linkage between formal and non-formal education are going on in the country. This was premised on the following reasons; while in theory the goals of formal and non-formal education seem to be different, in reality both are attempting many on the same things, but from varying perspectives. Both formal and non-formal education in the country are aware that education of the right sorts is an important instrument for national development. It has also been claimed that both often use similar, if not the same, methods and materials. Even if this is not the real case, minor modifications would enable the use of many instructional materials interchangeably between formal and non-formal systems.

The non-formal education curriculum materials are developed and produced in the light of the existing needs. It takes into account the social, economic and cultural situations of the community. It is highly flexible, simple and stimulating, in order to suit the learning capabilities of the target population. A team of writers usually undertake the preparation and development of curriculum materials in the different organizational levels.

REPUBLIC OF KOREA

Korea remained poor and underdeveloped with an illiteracy rate of 78% at the end of World War II. But, despite the political disruptions and unrest, Korea has made impressive progress in economic development during the period of 1970's and 1980's. Such a progress may be indicated by the increase in per capita income from 70 dollars (US) in 1960 to 223 dollars (US) in 1970 and 2,000 dollars (US) in 1986; exports jumped from 32 million dollars (US) in 1960 to 883.5 million in 1970 and 30 billion in 1986. The illiteracy rate has

dropped from 78% in 1945 to 8% in 1978.

One of the remarkable developments in non-formal education is the adoption of legal provisions for adult education in 1970's and 1980's. Along with the Education Act of the Ministry of Education, Presidential Decrees have created the Correspondence University (1972), the Correspondence High School (1974), Civil High School and Classes for Working Youth (1977). Above all, a unique Adult Education Law was finally enacted in December 1982 and the right of Korean people to have access to lifelong education was unequivocally stipulated in the Korean Constitution in 1980. (Constitution para. 5, Art. 29).

The existing adult/non-formal education programmes in Korea may be divided into seven categories according to the institutional activities: (1) adult/non-formal education supervised by the Ministry of Education; (2) agricultural extension and farmer education supervised by the Office of Rural Development as a national extension arm of the Ministry of Agriculture and Fisheries; (3) vocational training supervised by the Ministry of Home Affairs which has been playing a co-ordinating role in the nation-wide community development campaign called Saemaul Undong or New Community Movement; (4) facility-centred adult education including libraries, museums, churches, and cultural, youth, and women centers and centres for the elderly; (5) adult education activities provided by a variety of voluntary organizations, (6) adult/non-formal education through mass media and the 10th Asian Games which was held in Seoul recently, and (7) continuation education organized by colleges and universities for women and senior citizens.

Among the various types of adult/non-formal education programmes, however, the Saemaul Movement and the 10th Asian Games deserve some special attention. The Saemaul Movement is a national campaign for community development aimed at improving the cultural status and economic progress of the nation. In other words, this movement was concerned not only with the reconstruction of the material aspect of the nation, but also with the revitalization of the spiritual and moral aspects of national life as a whole. In terms of moral reconstruction, the movement emphasized the formation of values and attitudes such as serving others, self-reliance and co-operation.

The formation of those values and attitudes on the part of rural peasants was initially motivated in 1971 by the distribution of 330 bags of cement by the government at free of charge to some 35,000 rural villages. These villages were then tested on the ability to utilize the cement for co-operative purposes such as widening roads and constructing a community hall. About the half of the whole villages were regarded as successful in achieving the goal. The final analysis of the situation pointed to the conclusion that the quality of leadership within those successful villages was the key to their success. This then led to the establishment of the Saemaul Leaders Training Institute with various programmes ranging from one week to two months producing 30,000 trainees annually.

The educational method used in the Saemaul Leaders Training Institute is unique in many ways because the traditional teaching method used in formal education was completely abandoned. First of all, the presentation of the experiences of successful village leaders was proven to be a very effective and persuasive method of teaching for other village leaders. Secondly, the

Saemaul Leaders Training Institute emphasizes "Doing rather than talking", and then self-evaluation through group discussion was used to evaluate the Saemaul leaders' training programme.

With the 10th Asian Games as a vehicle to bring about behavioural change in an industrial society on the part of Korean people, Korea witnessed the usefulness of its giant non-formal educational machine in work. Because of the 10th Asian Games the whole society of Korea has become a huge learning arena of enormous possibility. The Korean people are well motivated to adjust themselves to a rapidly changing society as an equal to the rest of the world.

One of the basic problems facing Korean adult/non-formal education today is how to maintain a balance between the increasing sign of intervention from the government bureaucracy and the genuine motive of individual persons as well as private agencies who are craving for more education.

Definition of Non-formal Education

Non-formal education is a set of values, goals, contents, methods and organizations which governs the education and training of all kinds for all people regardless of age, sex, occupation, social class and others, except for those who are required by law to attend school regularly on a compulsory basis and for those who choose to go up an educational ladder which constitutes a main stream of the traditional system of formal education and which is in turn based on largely on biological age grouping.

SRI LANKA

The incapacity of the school system to provide all the education and training a person needs is given due recognition in the encouragement of non-formal education through governmental and non-governmental sources. Non-formal education is reckoned to be preparation, complement and a follow-up on formal education. Any non-formal learning-teaching activity geared towards survival, growth, remedial and anticipatory needs of the community is treated as 'non-formal' or in the common parlance as 'adult' education. Pre-school education is completely managed by NGOs while adult education is handled by both governmental and non-governmental organizations. There are over 300 voluntary organizations engaged in some kind of adult education activity while the Ministry of Education has established a separate wing for non-formal education under a senior Director of Education. The introduction and maintenance of non-formal education programmes provided the needs of carrying on lifelong education to benefit early school leavers, adults and the disadvantaged who never entered the formal system.

As there is a high level of literacy in Sri Lanka (86.5% in 1981), few adult education programmes contain literacy as a component. More adult education programmes are directed at containing youth, specially the educated youth for directing them into self employment and community development activities. This is mainly due to the failure of the university system to absorb all students who qualify for university education. The problem of literacy is particularly high among children in the urban slums and the plan-

tation sector. The new subject 'Life Skills' to be introduced into the last two years of the three years junior secondary cycle in schools replacing the traditional technical subjects will, it is hoped, forge the link up between the formal and non-formal education to some extent in Sri Lanka. While the contribution of universities to NFE (apart from the Worker Education Unit of Colombo University) is negligible, the Open University has to play a bigger role. The time allocated to NFE in Mass Media, e.g. TV is negligible.

Since manpower requirements place a heavy demand on the expansion of technical education and vocational training, most non-formal educational programmes are launched as palliative measures against economic problems like meeting the demand for skilled workers in the labour market, by imparting employable skills to school leavers who are unemployable. The life skills development project may throw some light on the possibility and advisability of providing formal vocational instruction. While the training programmes offered by government agencies cater to out-of-school youths to improve agricultural and technical skills, the voluntary sector welfare organizations conduct non-formal educational programmes mostly for disadvantaged persons leading to their rehabilitation or employment. Although school attendance of students in the age group 5-14 years is comparatively high (78 percent), the drop-out rate appears to be increasing mainly due to economic reasons. The need for better co-ordination to avoid duplication of effort and to make non-formal education more effective and useful is often reiterated. The present system of education, while recognizing the need to link formal and non-formal education, does not provide for the switch over from one system to the other. There has been a change over from the general rural development oriented non-formal education to the education oriented to practical life situations. The tendency to equate literacy courses with non-formal education and the reluctance to accept job training and vocational training as educational programmes is disappearing. The diverse types of training and methods of non-formal education defy generalizations. Educational problems of girls, landless-agriculturists and other rural disadvantaged groups appear to be better tackled through the non-formal system of education.

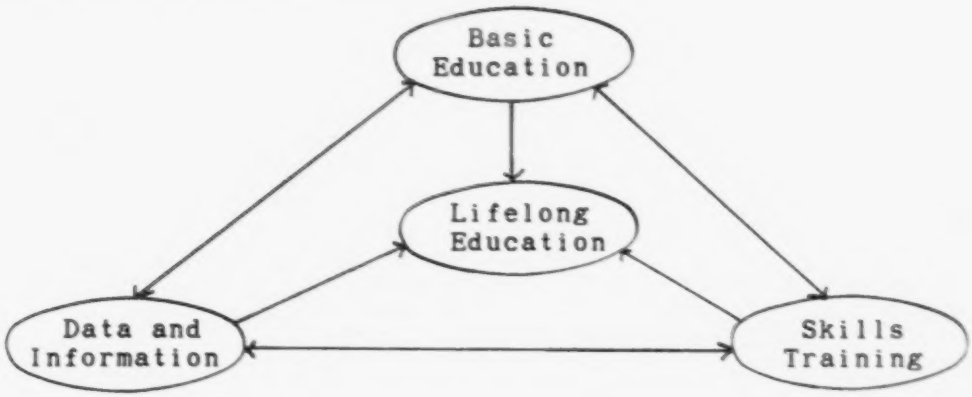
Educational or learning requirements of girls, landless peasants and other disadvantaged groups may be met more adequately through a non-formal system of education. The content and curriculum of adult education as practised today lack both the inputs and flexibility desired by the target groups. Curriculum development for adult education needs further study to reach the ideal situation of having appropriate curricula 'evolved' or 'developed' through participatory experience rather than following a curriculum based on norms accepted in developed countries. Although the number of organizations involved in non-formal education is large, the problem one encounters perhaps is not that of duplication and waste of resources but that of low priority given to continuity and complementarity of educational programmes. Even in the absence of satisfactory arrangements for identifying and testing the learning content of non-formal educational programmes which rely on mass media technology their efficacy is uncontested. In all non-formal educational programmes, however, the 'outreach' has become the crucial point.

THAILAND

Concept and Some Programmes

Non-formal education in Thailand includes basic or general education, vocational training activities, and data and information services undertaken outside the formal school. Non-formal education is deemed as one of the basic factors and means to improve out-of-school people's quality of life. Also, non-formal education will be much helpful in providing wider ranges of educational opportunities for the people especially those in the rural and slum areas.

The general concept of non-formal education in Thailand views the goal of education as education for lifelong education which consists of three main components as shown in the figure below:



(1) Basic Education

Basic education is education that is required for the people to be able to function in their own livelihood and as members of the society in which they live, the content of which would vary from one society to another. Part of this basic education is acquired at home as members of families in the course of growing up. It involves learning basic rules, knowledge and culture based on the person's social and economic environment. Another part is learned in organized programmes at different levels both in the formal system of schooling and in a non-formal manner.

Programmes for out-of-school students with basic education consists of:

(a) Functional Literacy Programmes;

(b) Continuing Education Programmes which consists of:

- Functional education programme;
- Radio correspondence programme; and
- Non-formal education for external students.

(2) Data and Information

Once the people have attained basic educational tools, a constant and up-to-date supply of news and information is an important ingredient for self-improvement and adaptation of their ways of living. In changing society, with frequent new developments in science and technology and a fluctuating economy, people cannot rest satisfied with what they have already known but have to learn new things every day through books, newspapers, other printed materials, radio, television and exhibitions. Therefore, the programmes in this category are:

- Village Reading Centres;
- Public and Mobile Libraries;
- Mobile Science Exhibition Units;
- Science Museum;
- Natural History Museum;
- Planetarium;
- Educational Radio Programmes;
- Educational Television Programmes; and
- Video Educational Programmes.

(3) Skills Training

In order to make a living, people must have vocational skills; and to improve their livelihood, they may need to learn new skills occasionally. Self-learning is possible through reading materials and through practice. The aim of skills training is to make the learners understand the world of work.

Linkages between Formal and Non-formal Education

Non-formal education differs from formal education in the sense that it takes place outside the traditional framework of the formal system. However, like formal education, non-formal education is organized and has predetermined objectives. It also has certain sequential learning structures which are not necessarily graded. While formal education is rigid and is characterized by uniformity to a large extent, the hallmark of non-formal education is its flexibility in terms of time and duration of learning, content, methodology of instruction and evaluation procedures. Non-formal education in Thailand also includes informal education which is provided through newspapers, radio, television, etc.

Formal and non-formal education are guided by similar educational principles and pursue reinforcing objectives. Their approaches and expected learning gains are, consequently, similar as well. Both systems encourage critical thinking and problem-solving. Both use instructional techniques which relate content to real life situations and require the learners to analyze and consider alternatives. Both the school and non-formal education curriculum are comprehensive and focus on areas which the lifelong education system seeks to promote.

Complementarity between the two systems is also reflected in the shared use of facilities and personnel. For example, non-formal adult educa-

tion activities are often administered and taught by regular school teachers and held in the evenings in local schools. School teachers also serve as group tutors for radio correspondence students and group meeting for external students programmes. During the recent years the Ministry of Education has issued a regulation requiring the appointment of one teacher in each sub-district to serve as the representative of all Ministry programmes in that locality. It is expected that this individual will help provide an impetus for greater linkages between Ministry-sponsored formal and non-formal education programming in the future.

Innovative Attempts Recently Made

Among several innovative attempts undertaken recently by the Non-formal Education Department, four activities are worth mentioning.

(1) The Revision of Non-formal Education Curriculum

Formerly, the teaching/learning methods and learning materials implemented in three non-formal education approaches, i.e. the Radio and Correspondence Programme, the Classroom Type, and the NFE for External Students, were designed separately and differently in accordance with their own target groups' characteristics. As a result, despite their common goal to provide higher non-formal education for those who missed the formal schooling, there arouse various categories of educational opportunities which facilitated the accessibility and met the needs of learners. The findings observed from the past implementation help formulate new concept which brings about appropriate non-formal education provision. It is mutually agreed to have the same curriculum and textbooks used in the three non-formal education approaches.

(2) The Non-formal Education Centre for External Students (NCES)

The approaches in the provision of NCES enable the bright learners to finish their education within one year. They could retain various satisfactory results of different subjects according to the curriculum requirements for 5 years (for Grade 6 and Grade 9 studying) and 6 years for Grade 12 studying. This kind of studying will reward the learners with educational accomplishment in the end. It is the lifelong education which always offers educational opportunity for those who are willing to learn.

(3) The Project to Enhance the Rural Neo-literates and Primary School Leavers' Quality of Life

The purpose of this project is to provide opportunities for the rural people, especially the neo-literates already acquired literacy status from the National Literacy Campaign, and for the people who finished the primary education (Grade 4) or the compulsory education (Grade 6) but having no chance to further their education in the formal schooling system, to have access to the reading-writing skills development and attend the seminar stressing on such matters as earning a living, occupational development, self-sufficient and social development. These undertakings take place regularly at least once a month. The group participants consult each other in the manner of the brain-storming which helps raise their level of fundamental knowledge

gradually, enabling them to identify and develop their needed vocational skills necessary for solving the recurring problems, rendering them the ability to be self-sufficient, and be able to map out their own ways of developing the quality of life.

(4) The "Ashram" Project

As most Thai hill-tribes villages are located scatteringly on mountainous terraces, so the government services could hardly reach the hill-tribes people. These people's ways of life are different from those of the towns' people in terms of the language, tradition, and culture. In order to stay with them, the government officials have to adapt themselves to the local people's ways of life; and in turn, the hill-tribes people are introduced to non-formal education which would bring about effective community development in the long run. To insinuate vocational skills and literacy campaign to the hill-tribes community, the provision of non-formal education have to be adapted in accordance with the local conditions and the needs of the community. The appropriate approach of education could yield satisfactory result towards the learners' lives and society, and it also equips the learners with intelligent tools which would be beneficial in achieving self-development.

CHAPTER II

Problems, Issues and Trends

The workshop constituted itself into two sub-groups to identify issues, problems and the trends of non-formal education programmes in different participating countries. Group 1 addressed itself to the issues, problems and trends relating to the out-of-school children (6-14 age group) and the youth (15-24 age group), while group 2 concerned itself to adults. The report of the two groups concentrated on identification of problems and issues, and then indicated the available or emerging trends in the participating countries. This may be of special significance as sharing of information may lead to adaptation/ adoption of such trends in other countries. Also the gaps or the future concern were discussed and listed for giving a purposeful direction to programme formulation, strategy development, implementation and research.

A: NON-FORMAL EDUCATION FOR CHILDREN AND YOUTH

Problems and issues in non-formal education for children and youth were examined under the following four areas:

1. Purposes of non-formal education for children and youth;
2. Content of non-formal education programmes;
3. Methods and strategies for non-formal education programmes; and
4. Infrastructure for non-formal education programme implementation.

1. PURPOSES OF NON-FORMAL EDUCATION FOR CHILDREN AND YOUTH

The group discussed the characters and purposes of non-formal education (NFE) under three major areas, namely, issues/objectives, the problems and the emerging trends in participating countries to solve the problems identified. The major frame of reference has been the relationship of NFE with formal education (FE), purpose of NFE and the contribution of the community/volunteer support.

Among the issues or objectives of NFE for children and the youth identified were:

(1) Eradication of illiteracy;
(2) Improvement of quality of life through NFE; and
(3) Complementarity with FE.

The problems that were identified in relation to these three issues were:

(1) Bringing the out-of-school children and the youth in the network of NFE;

(2) Reinforcing NFE for in-school activities for the children and the youth. The role of NFE was seen as an important area for strengthening FE;

(3) Strengthening of moral and value education and also physical education for both in school and out-of-school children and the youth;

(4) Using NFE as remedial programme for FE;

(5) Using NFE for poor achievement level of children/youth in the formal education;

(6) NFE for unemployed youth;

(7) NFE for fostering national identity;

(8) Linking pre-school education with NFE and FE;

(9) Education for the handicapped through NFE; and

(10) Education of the gifted.

Each of these problems were discussed in the group in detail and various trends which have emerged or are emerging in the participating countries were identified. This was done with a view to sharing the experiences of each country, so that benefits could be derived from their experiences and some future programmes could be formulated at the national level in the participating countries.

(1) Bringing Out-of-School Children in the Network of NFE

The following trends were identified in the participating countries:

(a) UPE through massive NFE programme for out-of-school children in age group 6-14;

(b) Expansion of formal school facilities/increasing classes; and

(c) Emphasis on education of the girls and the disadvantaged.

(2) Using NFE Methods to Strengthen FE

The following trends were identified:

(a) Use of media, e.g., educational TV and radio broadcasting;

(b) Organization of camping at various camping-sites;

(c) Organization of community singing programme for fostering national identity/integration;

(d) Organization of scouting and national service, military or social; and

(e) Youth exchange programme.

(3) *Strengthening of Moral Education/Physical Education*

The following trends were discernible in the participating countries:

(a) Integration of moral values in all educational activities;

(b) Incorporating aspects of health, nutrition, environmental studies and sanitation components in all educational activities; and

(c) Promotion of sports, games, yoga, physical training, keep-fit and recreation programmes.

(4) *Use of NFE as Remedial Programme of FE*

The following trends were noticed:

(a) Private tuition, establishment of private tutorial centres/tutories. This is an emerging trend in many countries which is more commercial than educational, and the discussion highlighted the need to check its growth.

(b) Free consultations and counselling by individuals.

(c) Establishment of counselling services in school.

(5) *Use of NFE for Poor Achievement Level Children/Youth in FE*

Some of the trends that emerged were:

(a) Private tuition/tutorials as above;

(b) Consultation and counselling as above;

(c) Counselling services in schools as above; and

(d) Remedial and reinforcement educational TV and radio programmes.

(6) *NFE for Unemployed Youth*

The following emerging trends were mentioned:

(a) Coaching for entry into different jobs;

(b) Introduction of vocational training/skill development programme;

(c) Introducing income-generating activities; and

(d) Apprenticeship programme.

(7) *NFE for Fostering National Identity*

It is closely linked with the problem of use of NFE methods for strengthening FE. Therefore, some of the trends that emerged are common to both.

(a) Organization of camping at various camping-sites. This can be associated with the same trend mentioned above;

(b) Organization of community singing programme for fostering national identity/integration. This is also already mentioned under the item 'Using NFE Methods to Strengthen FE';

(c) Organization of scouting and national service, military or social, for fostering national identity. Already mentioned above;

(d) Compulsory singing of national anthem, imparting knowledge about national emblem and symbols;

(e) Training for promoting national cooking to international standard. This may lead to promotion of national identity;

(f) Development of literature for children living abroad;

(g) Promotion of national handicrafts;

(h) Exchange programme with other countries;

(i) Establishment of centres for traditional studies/activities/exhibitions; and

(j) Translation of classical literature in national and international languages.

(8) *Linking Pre-School Education with NFE and FE*

The area of pre-school education is a potential NFE activity specially for the youth, and so the following trends were identified:

(a) Integration of pre-school programme with integrated child development services of the Ministry of Health; and

(b) Training of the youth to become pre-school teachers/assistants.

(9) Education of the Handicapped through NFE

In connection with the problem, the following trends were noticed:

(a) Establishment of special education wings/agencies;

(b) Coaching the handicapped for entry into the jobs; and

(c) Integrating the partially handicapped with general stream.

(10) Education of the Gifted

Following trends were identified from different countries in connection with this problem:

(a) Schemes of talent search and talent encouragement programmes;

(b) Exhibitions/contests of projects made by students/children; and

(c) Establishment of special institutes for micro-specialization by the gifted, without going through regular university structure, leading to a Ph.D. degree.

Future Concerns

Quite a wide variety of programmes in NFE are going in different countries. Emphasis is on using NFE as a strategy of achieving universal primary education (UPE). NFE has also been seen as a strategy of strengthening formal education, highlighting the complementarity of the former with the latter. Also greater attention is required for the inculcation of national identity among the children and youth, and further research into the role of NFE in this regard may be desirable. The role of NFE in the education of the handicapped and the gifted needs greater attention for future developments in this area.

2. CONTENT OF NFE PROGRAMMES

Two major issues (or concerns of NFE) were identified:

(1) Providing relevant education to socio-economically disadvantaged children and youth; and

(2) Providing relevant education to disabled children and youth.

Some of the problems that were experienced in the participating countries were:

(1) Making the curriculum relevant to the local needs and environment, keeping in view the equivalence with FE, or in other words, ensuring the flexibility of the NFE curriculum;

(2) Making the curriculum of NFE such that it leads to economic self-reliance;

(3) Shortage of trained personnel for the education of various types of disabled with that of the formal system; and

(4) Establishing equivalence of the education of the disabled with that of the formal system.

(1) Relevance of Curriculum

Following trends were identified:

(a) Researches into the local history/culture of specific target groups;

(b) Teacher training for this specific need; and

(c) Resource persons from the same area/locality/community.

(2) Economically Self Reliant Curriculum

The following trends were noticed:

(a) Integration of the NFE with the self-employment skills.

(b) Adoption of open competence curriculum.

(c) Organization of agency to take up the placement function in collaboration with entrepreneurs.

(3) Training of Personnel for the Education of the Disabled

The emerging trend was the establishment of special education cells within the government and the private agencies.

(4) Equivalence of Special Education with NFE

With the establishment of special education cells, this problem is expected to be handled by them.

Future Concerns

Equity being the major concern of NFE, it has to gear itself to the needs of the hitherto deprived section of the population and hence the need to relate NFE to simultaneous economic improvement of the learners. Relating content to this need was one of the major concerns, although some experiments in this area are available in the some participating countries, yet the need for their large scale adaptive extension was strongly felt.

In addition, the following areas were discussed in association with the 'content of NFE'. They were:

(1) Pre-school job-opportunities, place of qualification and status;

(2) Vocational and technical education;

(3) Value education; and

(4) Livelihood/skill development.

(1) Pre-school Job-opportunities, Place of Qualifications and Status

With linking of the pre-school education (PSE) as a necessary adjunct to UPE programme, the expansion of PSE job opportunities would come in a big way. NFE must prepare the youth for the potential opening. In this connection, the following issues were identified:

(a) To provide more trained personnel; and

(b) To ensure acceptable standards of trained personnel.

The problems that were identified in relation to these issues were:

(a) Expansion of pre-school teacher training facilities even through non-formal means; and

(b) Standardization of pre-school teacher training curriculum.

Provision of Trained Personnel

With regard to this problem the following trend was identified, that is, there is an emerging trend in some of the participating countries to expand pre-school education. Hence there will be more job-opportunities for the youth specially in rural areas. However, there is a gap in preparing such trained youth on such a large scale.

Standard of Training Curriculum

With regard to this problem, the noticeable trend is that curriculum and instructional materials both for the teacher training were being standardized.

Future Concern

NFE must equip itself to meet the challenge of the potential job opportunities in this field for the youth.

(2) *Vocational and Technical Education*

In the area of vocational and technical education, two major issues/objectives were identified:

(a) Vocational and technical education for self-employment; and
(b) Vocational and technical education for jobs.

Major problems identified in relation to these issues were:

(a) Resource constraints;
(b) Making fuller use of existing facilities; and
(c) Lack of module for self-learning.

Constraint of Resources

The following trend was noticed, that is, mobilizing resources from the private sectors.

Use of Existing Facilities

With regard to the this problem, the noticeable trends were:

(a) Use of existing schools/centres which already have workshop facilities to provide training for out-of-school youth;

(b) Air and correspondence education programme (distance learning);

(c) Mobile vocational units; and

(d) Correspondence followed by face-to-face sessions.

Modules for Self-learning

There is apparently a gap as far as lack of modules for self-learning is concerned. There is a need to develop programme learning/auto learning materials in the area of vocational and technical education.

(3) *Value Development*

Although this is a very important area, yet only one very comprehensive issue has been identified, namely; to develop human values through NFE.

Problems with regard to this issue were identified as:

(a) Existence of double standard of values for teaching and practice;

(b) Lack of models for self-learning; and

(c) Adverse effect of mass-media, especially videos and cinemas.

Double Standards and Lack of Self-learning Models

Although there is no specific trend available in the participating countries which can be said to be the answer to this problem, yet some trends were noticeable which partially satisfied them. They were:

(a) Integration of human values in all NFE activities; and

(b) Provision of subsidized houses to joint families so that student can learn values from older generations (incentives for joint family system).

Role of Mass Media

Mass media has largely been responsible for eroding human values. In some countries, steps such as the following have been taken to tackle this problem.

(a) More strict censorship of the mass media; and

(b) Organization of more recreational programmes for the youth.

Future Concerns

This is an area where maximum effort is needed to reinstate human values in the learner. Concerted efforts be made. Any innovative step in this regard would be highly desirable.

(4) *Livelihood/Skill Development*

In this connection the following two issues were identified:

(a) Relating the content of NFE to major livelihood profession of the community; and

(b) Providing skill/information to keep pace with the development of technologies.

The following problems were seen to be important in relation to these two issues:

(a) Failure to involve the community in the development of curricular materials; and

(b) Lack of self learning materials.

Involvement of Community

With regard to this problem, the noticeable trends was the decentralized development of instructional materials at block level.

Self-Learning Materials

With regard to this problem, the extension materials for sharing information was identified as an emerging trend.

Future Concerns

NFE should as far as possible be local and area specific. For this, involvement of the community is a must. As such more effective way of their involvement in participatory planning and development process must be found.

3. METHODS/STRATEGIES FOR NFE PROGRAMMES

The group discussed several problem areas which could be categorized under methods/strategies of NFE. They were:

(1) Curriculum development: decentralization or central process; and

(2) Media utilization.

Curriculum Development: Decentralization or Central Process

The following issues were identified:

(1) Centralization of curriculum development process for trainers;

(2) Decentralization of curriculum development for teachers;

(3) Decentralization of curriculum development for NFE learners; and

(4) Centralization of basic principles in curriculum (learning outcomes or core curriculum).

Two major problems identified in this connection were:

(1) The problem of centralization and its repercussion in vast countries having multilingual and multiethnic society; and

(2) The degree of centralization or decetralization.

(1) *Decentralization in Multilingual Society*

The trends were identified as follows.

(a) Decentralization of curriculum development upto the state level; and

(b) Establishment of District Institute of Education and Training (DIET).

(2) *Degree of Decentralization*

In this regard, the following trends were noticed:

(a) In homogeneous countries centralization is the trend;

(b) In certain core areas such as national language and national identity, centralization is favoured and other aspects are decentralized; and

(c) Establishment DIET mentioned above..

Future Concerns

Curriculum development process must, in all cases, take into account the felt need, rather than the ascribed need of the community. Hence the need for survey of felt needs.

Media Utilization

Role of media is very significant and important. The major issue identified was the effective use of the media to reach the larger group of learners.

Two problems were reported in this connection:

(1) The content for illiterates and the neo-literates; and

(2) Skill development for NFE learners designed to reach the masses.

(1) *Content for Illiterate and Neo-literates*

The noticeable trends were the following:

(a) Increased use of audio-visual aids;
(b) Rural libraries;
(c) Mobile libraries; and

(d) Provision of TV/radios to community centres.

(2) *Skill Development for NFE Learners*

The following trends were identified in this regard:

(a) Provision of television and radios to community centres; and

(b) 'Do it yourself' programmes through the media.

Future Concerns

Media has to play a tremendous role in NFE and it is doing its best. However, greater coordination between the media and the feed-in of software programme is needed.

4. INFRASTRUCTURE FOR NFE PROGRAMME IMPLEMENTATION:

Here, the participants discussed issues, problems and future concerns on each of the following areas under the infrastructure of NFE:

(1) Physical facilities;
(2) Tutor/teacher training;
(3) Supervision;
(4) Research;
(5) Policy development at national level;
(6) Role of Unesco; and
(7) Information exchange.

Physical Facilities

The major issue was to increase the physical facilities for NFE upto the required level.

The problems were seen to be:

(1) Buildings;
(2) Equipment; and
(3) Maintenance and repairs.

(1) *Buildings*

The following trends emerged in this regard:

(a) Use of the community places;
(b) Use of the school building;
(c) Use of community members premises; and
(d) Use of religious places.

(2) *Equipment*

With regard to equipment, the use of science kits was seen as a trend.

(3) *Maintenance and Repairs*

With regard to the problem, the trends were:

(a) Community support for maintenance and repairs; and

(b) Government support for maintenance and repairs.

Tutor/Teacher Training

Teacher preparation on a large scale is one of the major concerns in some developing countries. The following major problems and trends were identified:

(1) *Adequate Teacher Training Programme*

The following problems emerged:

(a) Inadequacy of teacher training programme;
(b) Inadequate materials;
(c) Inadequacy of duration and nature of training programme; and
(d) Retraining of FE teacher for NFE.

With regard to inadequacy of teacher training programmes, trend emerged was the establishment of training institutes/centres for NFE teacher training.

(2) *Inadequate Training Materials*

With regard to the problem of inadequate materials, the emerging trends were:

(a) Development of training manuals; and

(b) Development of instructional materials for teacher training.

(3) *Duration of Teacher Training*

Looking at the inadequacy of duration or teacher training, the emerging trend was that the duration of training has been increased and provision of refresher training has been made.

Future Concerns

There is a felt need that the formal school teachers need intensive retraining to be able to cope with the demands of NFE. However no major trend was discernible. Hence the gap.

Supervision

The major issue was the need for a more intensive and continuous supervision, and the problems thereby identified were:

(1) Training of supervisors;
(2) Dearth of supervisors;
(3) Inadequate supervisor training materials; and
(4) Monitoring of/Guidance to instructors.

(1) *Training of Supervisors*

There is a trend of launching training programmes for NFE supervisors.

(2) *Dearth of Supervisors*

To fix the number of centres to be covered by each supervisor.

(3) *Training Materials*

(a) Development of training materials for supervisor's training; and

(b) Fixing of duration of supervisors training and refresher training.

(4) *Monitoring of Instructors*

(a) Development of checklist for monitoring of the progress; and

(b) Setting of supervision accountability norms.

Research

In the area of research, major issues identified were the need of:

(1) More research in applied side;
(2) Research feedback; and
(3) Dissemination of research findings.

The problems identified in this field were:

(1) Lack of data-based research;

(2) Lack of research on need assessment and characteristics of target group.

(3) Lack of research in job potentialities;

(4) Research in and documentation of existing NFE models for sharing experiences;

(5) Absence of evaluation of NFE programme.

(6) Inadequate number of trained researchers;

(7) Very few research journals in the field of NFE; and

(8) Inadequate monitoring of research in NFE programme.

With regards to the trend, the following were identified:

(1) Absence of data-based research and documentation was a strongly felt gap;

(2) Survey of need assessment of NFE learners has been noticed;

(3) There is no systematized research in job potentiality linked with NFE. Hence the gap and its felt need;

(4) There is an emerging trend of study of NFE models (in the formulation stage);

(5) Evaluation of NFE programme is a recent trend;

(6) There is no organized programme for training the researchers in the area of NFE. This gap needs to be filled by systematized effort;

(7) NFE newsletters have been noticed as recent trends;

(8) Organization of national/international seminars/workshops; and

(9) The monitoring of research in the area of NFE is a weak link. This link needs to be strengthened by systematizing the process.

Future Concerns

Data-based research and documentation, survey of felt needs of NFE learning, linking NFE training with job potentialities and job opportunities evaluation, training of researchers in NFE and monitoring of NFE research are some of the areas that need to be given urgent attention.

Policy Development at National Level

The major issue identified was the need for a national policy on NFE.

The problems with this regard were the following:

(1) Lack of clear-cut policy, directives in NFE for children/youth; and
(2) Political will to implement NFE.

The noticeable trends were:

(1) National policy on education;
(2) Programme of action of national policy of education;
(3) Monitoring at central level in the Ministry of Education; and
(4) Policy and the programme approved by parliament.

Future Concern

There is a need of policy formulation with regard to NFE in different countries.

Role of Unesco

The role of Unesco was visualized as an issue and some problems as follows were identified:

(1) Inadequate fund for NFE;
(2) More focus on NFE; and
(3) Inadequate follow-up programme of NFE

However some trends were noticed as:

(1) Information sharing by organization of seminars/workshops; and

(2) Sponsoring of research and action research.

As regards the problem of more focus on NFE, the trends are:

(1) Organization of international literacy day; and
(2) Directory of adult education organizations.

Information Exchange

Information exchange was visualized at two levels - at national and regional levels with the specific reference to role of ROEAP, Unesco.

The problems were identified as:

(1) Feedback from member countries;
(2) Communication gap/language barrier;

(3) Dissemination of other countries' experiences; and
(4) Publication of NFE journal from ROEAP.

The trends were noticed as:

(1) Associated Centres in member countries. It was emphasized that there has to be greater emphasis on its role in providing feedback information to ROEAP;

(2) The ROEAP provides support for translation of its materials into the languages of the member countries. However, feedback from the member countries needs to be given a boost;

(3) Organization of international seminars/workshops;

(4) News/bulletins from ROEAP/ACEID; and

(5) Newsletters from ACEID/ROEAP are available, yet the need for a journal specially in NFE was felt.

Future Concern

NFE needs more focus at Unesco level. Feedback from the member countries was weak and needs to be intensified. Specific NFE journal from Unesco was also felt needed.

B: NON-FORMAL EDUCATION FOR ADULTS

The group which dealt with the non-formal education for adults categorized its problem areas as follows:

(1) Character and purpose of non-formal education for adults;
(2) Community development and non-formal education;
(3) Non-formal education and formal education;
(4) Balance between national and individual needs in non-formal education programmes;
(5) Adult literacy;
(6) Extension programmes of educational institutions;
(7) Continuing education;
(8) Parental education;
(9) Vocational and technical education;
(10) Values education;
(11) Retirement education;
(12) Utility of media/radio/television broadcasting;
(13) Training and research; and
(14) International networking, information and personnel exchange for non-formal education.

The participants discussed each of the above areas and identified their problems, issues, trends and future concerns.

Character and Purpose of Non-Formal Education (NFE) for Adults

Objectives

Equity and access to education is important throughout life. People should be given equal chances to participate actively in any learning opportunities that will contribute to the development of the total personality.

NFE also serves national purposes. In the pursuit of these development goals, people should be encouraged to participate in education in order that they may become self-reliant, self-sufficient and self-disciplined members of that society.

Issues and Problems

(1) There are a wide range of agencies that are involved in NFE (government and non-government) that give NFE both diversity and strength.

(2) The type and stage of development in each country affects the character of NFE provision.

(3) Curriculum is not well systematized in NFE, which can be both a strength and a weakness.

(4) The standards of some NFE provision may at times not match those of FE.

(5) There must be complementarity between FE and NFE.

Future Concerns

(1) Both FE and NFE should benefit teachers and learners in each form through the exchange of instructional resources, methods and activities tailored to the needs of target groups.

(2) The education system perhaps should embrace both FE and NFE to constitute one system. However the history of the two forms demonstrates that formal education always secures the lion's share of funding and resources.

Community Development and NFE

Objectives

NFE programmes should aim at increasing the income-earning capacity of the individual and the improvement of the quality of life.

Issues and Problems

(1) There is a lack of information for the community at large, espe-

cially target groups about the availability of NFE activities.

(2) Encouragement should be given to target groups to participate in community development programmes.

(3) There is a lack of incentives given to NFE organizers and extension service workers.

(4) There is inadequate funding assistance for the full implementation of NFE programmes.

(5) There is a lack of trained, part and full-time NFE workers as well as voluntary workers.

Future Concerns

(1) NFE is enmeshed in the process of social change. Its activities result in people having substantially more information and as a consequence greater participation in the society. NFE can therefore constitute a challenge to established authorities in order to achieve adequate support and resources.

(2) NFE planners should consult widely with the community in the development of programmes and policies consistent with the expressed needs - both local and national.

(3) The services of community leaders and civic minded citizens should be harnessed for co-ordination and leadership.

(4) The media should be encouraged to inform people about NFE activities which are and should be available.

Non-Formal Education and Formal Education

Objectives

NFE is an indispensable component of the overall educational structure. It can partly be an alternative to formal education and can complement it effectively with its emphasis on lifelong learning, but it cannot replace formal education.

Issues and Problems

(1) Some of the methodologies and style of NFE can be encompassed within the formal system to enrich it.

(2) It is possible that one integrated system of education can be created, but would the benefits outweigh the defects?

(3) An equitable distribution of educational resources has not been achieved and the potential of NFE will not be realized until a

re-distribution has taken place.

Future Concerns

(1) NFE and FE should be seen as mutually reinforcing partners, concerned at serving all members of the adult population.

(2) The accreditation of some NFE courses should be encouraged so that its graduates can enter into the formal system.

(3) Because of NFE's greater responsiveness to the needs of the mass of the people, it should be given due recognition as an important component of the total educational system.

Balance between National and Individual Needs in NFE Programmes

Objectives

The planning and implementation of NFE programmes and projects should be consistent with national policies and educational goals.

Trends

National NFE policies in some countries have not been developed in any systematic sense.

Future Concerns

(1) Co-ordination is required in developing NFE policies.

(2) Programme planners should have a thorough knowledge of the community in which they work in order to develop appropriate NFE programmes.

(3) National and local issues should be encompassed in NFE provision.

(4) Studies to identify the needs and interests of people in particular communities should be undertaken on a regular basis using well designed survey instruments.

Adult Literacy

Objectives, Problems and Issues

(1) There is a lack of commitment by many governments to acknowledge the need for adult literacy programmes.

(2) There is also a need for greater resource allocations if illiteracy is to be eradicated.

(3) Many people do not readily admit to their inadequacies in literacy and numeracy competence.

(4) Literacy should be the responsibility of all.

Trends

(1) There is a slow, but growing recognition of the need for adult literacy programmes by governments and educationalists.

(2) Literacy encompasses reading, writing and numeracy skills. Increasingly there is a need for computer skills.

(3) The broader focus can encompass skills development, quality of life, personal concerns, etc.

(4) Increasingly people will have to become bi- or multi-lingual as a result of our living in an international society in which cross contacts internationally are more frequent.

Future Concerns

In order to overcome the problem, there should be:

(1) More trained tutors and co-ordinators available (voluntary and paid personnel).

(2) More reading materials and resources specifically tailored to meet the needs of adults.

(3) More effective use of existing resource allocations to overcome the problem.

(4) Literacy programmes be undertaken by a wide range of agencies - government and non-government.

(5) Several groups making priority in access to adult literacy programmes, and these are:

- women;
- out-of-school youth;
- those in rural areas;
- minority groups, including the disabled and ethnic groups;
- refugees and immigrants; and
- senior citizens.

(6) Intensive literacy programmes.

(7) Free or subsidized comprehensive adult literacy programmes for all participants.

(8) Support and endorsement should be given to Unesco's APPEAL

programme, and active implementation of those parts relevant to each country.

Extension Programmes of Educational Institutions

Problems and Issues

(1) There is a lack of co-ordination among extension agencies especially in planning programmes.

(2) Extension programmes should be provided for all educational levels, rather than just at the tertiary level.

Trends

At times of economic difficulties, educational institutions tend to contract their extension activities to preserve the formal education work.

Future Concerns

(1) All formal education institutions should increase their extension activities in order to expand the interplay between FE and NFE.

(2) Extension should be broadly interpreted to include out-reach and interaction with the wider region or community.

(3) More emphasis should be given to agricultural extension.

Continuing Education

Problems and Issues

(1) In-service opportunities for educationist (both in FE and NFE) is relatively under developed.

(2) Provision often does not exist in areas where professional continuing education is needed, because of the lack of expertise available to lend such provision.

Trends

(1) In the business world, especially in developed countries more training is undertaken by private enterprise on a substantial scale. In-service training for new and senior employees is expanding.

(2) In some instances, drop-outs from the secondary school are being provided with modular learning activities, thus enabling them to come back into the formal system.

(3) In some countries worker education is developing and it would be seen that this might be encouraged in agricultural and industrial sectors. The content of such worker education programmes is developed from the workers' interests and would include, for example, health and safety, workers' compensation, industrial democracy, negotiations with management, co-operative activities, etc.

(4) There is a mixed reaction in various countries to formal education. In some countries, graduates from academic courses are highly valued, whereas in other countries, the trainees from vocational and technical education seem to be increasingly in demand.

(5) Women who have completed child bearing and caring, should have training opportunities available to assist those who might wish to return to the work force.

Future Concerns

More refresher courses should be available to educationists, so that the profession can become both a model and inspiration to other professions to undertake more frequent, comprehensive continuing professional education.

Parental Education

Problems, Issues and Trends

(1) The notion of parent education is in its infancy. In developed countries, it has the following characteristics:

(a) reinforcement of child's formal education, e.g. modern mathematics, understanding the curricula;

(b) co-operative enterprises for child care; and

(c) active learning situations for the whole family.

(2) In developing countries, parent education includes:

(a) family planning;
(b) home management;
(c) income generation;
(d) knowledge - basic education;
(e) work education; and
(f) communication skills.

Future Concerns

(1) Parent education should continue to be developed.

(2) Parents should be informed about new areas of instruction, e.g. mathematics, computing, sex education in order to reinforce children's learning.

(3) Work education courses should be offered to parents, particularly mothers.

(4) Education should be available to encourage wiser use of leisure time.

(5) More provision for child care and parent support should be made in developing countries.

Vocational and Technical Education

Under this area, vocational education, technical education, career education, and work education were examined.

Problems and Issues

(1) There is a lack of appropriate knowledge and skills.

(2) There is a need to improve systematically each of these categories.

(3) Technical and vocational educators are probably the least innovative in the formal sector.

Trends

(1) Few retraining opportunities have been developed as a result of the general economic downturn, as well as the policies and trends which are leading to a reduction in the level of employment opportunities. Government ownership is being replaced by privatization resulting in a considerable loss of jobs.

(2) Some major branch plants of manufacturing firms are closing, leaving some regional towns without their major employers.

(3) In some countries technical and vocational education is receiving more funds relative to other sectors.

(4) Double schooling occurs where students may enroll in two institutions concurrently. This trend can be expected to emerge in other countries.

Future Concerns

(1) Opportunities should be available to give participants academic and practical experience in the vocational and technical education field.

(2) There should be increased opportunities for double schooling, 'cross schooling' or 'cross crediting'. These developments should occur partly because of the changing nature of employment calling upon the demand of multi-skilling.

(3) Unesco should be asked to arrange programmes or workshops on the world of work through non-formal education. Such activities would be aimed at farmers and workers through co-operative means, developing creative ideas about new jobs and skills that earn their income.

(4) Incentives should be offered to people to encourage them to participate in work-oriented non-formal education courses.

(5) Short courses and modular opportunities should be provided for those unable to attend longer courses.

Values Education

Problems and Issues

(1) There is no uniform ways in the different participating countries for developing values education.

(2) There is a lack of coherent sets of values to guide societies' well-being according to each culture and tradition.

Trends

(1) Schools and parents seem to be unable to appreciate social values.

(2) Business firms, increasingly influential in non-formal education, may be able, because of their power to hire and dismiss workers, to promote a different set of values.

(3) However such values are likely to be consistent with business values: commercial, consumer and competitive.

Future Concerns

(1) There is a need to develop coherent sets of values to guide society's well-being according to the culture of each individual society.

(2) The NFE sector by using the mass media may help to emphasize appropriate societal values.

(3) Parents should create a leading role in values development.

(4) Religious instruction should be leading the development of moral

and spiritual values for all people.

Retirement Programme

Problems and Issues

Societies and individuals are uncertain about answers to the following questions:

- What is to happen to individual after retirement at ages 55, 60 or 65?
- Would he/she be exposed to more work? More leisure? More child care?
- Should there be a retiring age?

Trends

(1) In some countries, the retirement age is dropping.

(2) Those who retire early often take manual jobs on a reduced salary. Some move into voluntary work.

(3) There is evidence of aging demographic structures in all countries, and people are having longer life expectancies.

(4) There is growing emphasis on programmes aimed at the physical and mental well-being of aging people.

Future Concerns

(1) Encouragement for younger generations to re-assess their attitudes towards older people, and to involve them more and take advantage of their wealth of experiences.

(2) Governments should provide the opportunity in mass education programme for senior citizens.

(3) Should there be a mandatory retirement age? Should it be abandoned, so as not to penalize the physically fit and those wishing to remain in the workforce?

Utility of Media/Radio/Television Broadcasting

Problems and Issues

(1) Correspondence education programmes though TV, radio tend to be replicas of the academic streams.

(2) TV is seen by most as an entertainment medium.

(3) TV may be more effective with FE courses.

Trends

(1) The media can be an effective means of reaching the masses. A number of countries have open universities, correspondence schools, and educational TV channels. More use seems to be made of radio for educational broadcasting. Some countries are now using satellites for educational broadcasting.

(2) While in some countries the NFE personnel shape programmes, in other countries, NFE personnel have little influence on selection of content or presentation of the programmes.

(3) People will not watch poorly presented NFE programmes. People clearly rely on newspapers for much of their information. NFE might have closer links with newspapers.

Future Concerns

(1) NFE workers should actively seek to have involvement in shaping content and delivery of programmes in educational broadcasting.

(2) Countries should be making much stronger commitment and use of media for educational purposes.

(3) Excellent documentaries constitute one excellent form of NFE, and should be accompanied by written material.

Training and Research

Problems and Issues

(1) Research that has been undertaken on NFE is often ignored by the funding authorities.

(2) Most of this research is conducted by universities and such studies are few and limited.

(3) Because NFE is such a diverse activity, training would also need to be diverse. Training for NFE personnel may be an elusive set of tasks.

Trends

Qualifications needed for NFE instructors are not as stringent as those for FE. NFE teaching has lower status than FE.

Future Concerns

(1) To strengthen the cases for increasing resources for NFE, basic data needs to be collected about NFE and its participants.

(2) There is a pressing need of new NFE personnel, for updating activities, for basic training in NFE and planning in NFE.

International Networking, Information and Personnel Exchange for NFE

Problems and Issues

People who have great talent in NFE need to have opportunities to develop their skills - exchanging them with workers from other countries would be appropriate for short periods (6-12 months) and would help to strengthen these skills.

Trends

Some exchanges or attachments have been and are occurring, but the funds available, especially for personnel development are so limited that little prospect for growth can be anticipated in this area without a substantial increase in funding levels.

Future Concerns

(1) Greater emphasis on information gathering and exchange of ideas is highly desirable. Study visits are also desirable.

(2) The new Unesco's regional programme called *'APPEAL'* is giving greater recognition in NFE and should be capitalized upon.

CHAPTER III

Innovative Experiences and Approaches

The workshop devoted itself to the consideration of innovative experiences and approaches in the area of non-formal education. The workshop discussed the various innovative experiences and approaches being practised or adopted, and the results or impacts thereof. The country reports were considered from this point of view too. The workshop identified three major areas or categories of innovative experiences and approaches, namely, those related with:

A: Instructional Strategies

B: Work and Business including Skill Training

C: Community Development and Leisure

Accordingly, three groups were formed to consider and discuss these areas respectively as Group 1, Group 2 and Group 3.

While no set format was given to these groups to work on with purpose, there was some consensus to identify some of the innovative trends and practices. Therefore, the style of presentation of group reports varies and reflects the trend and spirit of group discussions. However, it must be made very clear that the group reports do not purport to be the directory of innovative practices. The innovative practices included or cited are just illustrative in nature and do not intend to be comprehensive.

The reports from three groups follow:

A: INSTRUCTIONAL STRATEGIES

The Group 1 discussed in detail the instructional strategies in the non-formal education adopted in the different countries for sharing experiences and especially to note any innovative methods used. The Group felt that this subject be better dealt with under the following headings:

(1) Curriculum development

(2) Materials development

(3) NFE personnel training

(4) Motivation/assessment

While recognizing that instructional strategies are need-based and therefore vary from country to country, it was thought desirable to highlight at least one or two innovative programmes in some countries as illustration, but in order to avoid lengthy details it was decided merely to introduce the project or programme and give the contact point so that further information could be obtained if necessary by any person so interested from the contact person/organization. It was also agreed that assessment of non-formal education is more important or more crucial than in the formal system. It is a subject which needs further study and development.

The following is a list of some examples which are highlighted below:

Curriculum Development

- Curriculum for the drop-outs and unenrolled children in the age group 6 - 14 years
- Various types of curricula
- Curriculum development under the concept of lifelong education
- Curriculum for vocational training centre
- In-school-off-school approach
- Revision of NFE curricula

Materials Development

- Self-learning modules
- Need and problem-based instructional materials
- Primary science kit
- Paket A
- NFE programmes by broadcasting and correspondence
- Distance teaching modules provided through the correspondence schools
- Self-learning packages
- Continuing learning delivery system
- Special textbooks for correspondence high school
- Manuals, handbooks and working papers
- Open University

NFE Personnel Training

- Varied and flexible duration of NFE personnel training
- Involvement of personnel of other development agencies in training of NFE personnel
- Specific training manuals, materials and AV aids for NFE personnel
- Literacy and Mass Education Commission Institute for Literacy
- To augment and improve upon training opportunities in the voluntary sector by the Voluntary Welfare Agency Training Board
- One-year course for artisans at Port Moresby In-service College
- Linkage among organizations concerned for training purpose

Motivation/Assessment

- Use of mass media in motivating community to learn
- Comprehensive evaluation
- Development of a coordinated educational institution for improving the quality of life
- Promoting more informed concepts towards ageing by all age groups
- Youth camps
- Small farmer education
- Rural neo-illiterate and primary school leavers
- NFE centres for external students

Some Examples of Innovative Programmes in Instructional Strategies

(1) Curriculum Development

CURRICULUM FOR THE DROPOUTS AND UNENROLLED CHILDREN IN THE AGE GROUP 6 - 14 YEARS

This curriculum lay great emphasis on Socially Useful Productive Work (SUPW) leading to development of self confidence and self reliance. The activities with which learning both skills of work and reading, writing and

arithmetic have been correlated with agriculture, animal husbandry, soil erosion control, etc.

Contact: Prof. N. K. Ambasht, NCERT, New Delhi 110016, India

VARIOUS TYPES OF CURRICULA

Some states have adopted the FE curricula as it is. The time required for this curricula is two and half years for 360 days every year.

Some states have condensed their FE curricula and also the instructional materials, keeping in view the time available for NFE.

Some states have tried to have partial integration of FE curriculum in their respective states. Integration has been viewed at two levels - integration between subject areas such as natural sciences and social sciences and integration of subjects with the life and environment of the community around.

Some states have tried to have more comprehensively integrated curriculum - integrating natural science, social science, language and also the integration with environment.

Contact: NFE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 110016, India

CURRICULUM DEVELOPMENT UNDER THE CONCEPT OF LIFELONG EDUCATION

An emerging trend is to review non-formal education programmes from the concept of life long education, and curriculum development from that viewpoint is being attempted. One's learning issues are being considered from the viewpoint of one's respective life cycles. There are two directions to compile learning issues: one is to examine learning issues in each of one's life cycles from one's different standpoints of an individual, learner, family life and social life, etc. and the other to pick up basic learning issues to be studied in accordance with one's life cycles.

Contact: Mr. M. Kajita, Research Department IV, NIER, Meguro-ku, Tokyo, Japan

CURRICULUM FOR VOCATIONAL TRAINING CENTRES

The International Labour Office's world-wide experience in the planning and implementation of vocational training programmes has led to the development of universal and flexible concept of vocational training called Modules of Employable Skills.

In order to implement programmes under this concept, it has been necessary to develop an appropriate form of learning material having necessary flexibility to enable individualized training programmes to be compiled. This form of learning material is known as the Learning Element.

Learning elements are self contained instructional booklets, each covering specific learning objective.

Contact: Mr. Brian Quinn, Non-Formal Education, PS-A Haus, Papua New Guinea

IN-SCHOOL-OFF-SCHOOL APPROACH (IS-O-SA)

This approach has been tried and found to be effective in teaching elementary school children. In this strategy, the NFE activities complement the formal system, hence, it is partly non-formal and partly formal, since all NFE activities are carried out in the school.

Contact: Bureau of Continuing Education, Ministry of Education, Culture and Sports, Manila, Philippines

REVISION OF NFE CURRICULA

There are three approaches in non-formal education in Thailand, namely, the Radio and Correspondence Programme, the Classroom Type, and the NFE for External Students.

The innovative features are: (a) every curriculum must consist of three compulsory subject categories, i.e., the Thai language, improvement of the quality of life, and vocational subjects; (b) for the vocational subject category, the learners can practise vocational skills in private workshops instead of in a classroom.

Contact: The Director General, Dept. of Non-Formal Education, Ministry of Education, Bangkok, Thailand

(2) Material Development

SELF LEARNING MODULES

Under the 'Comprehensive Access to Primary Education (CAPE)' project, self learning materials have been developed. The process of curriculum development is decentralized. Also is the development of instructional materials. The learning episodes are developed keeping in view the expected behavioural outcomes which would serve as common reference to the evaluation of both in-school and out-of-school children so as to enable the children enrolled in the learning centres to obtain proper certification of their achievement as well as to take advantage of their multi-point entry facilities in regular full time schools later on, if they so desire.

Contact: CAPE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 110016, India

NEED AND PROBLEM-BASED INSTRUCTIONAL MATERIALS

There has been a vigorous activity in development of need and problem based exemplar material for NFE centres. The curriculum it follows kept in view the relationship of the curriculum with the life of learners to relate the knowledge with practical life situations, practicability of the curriculum and the flexibility in it. The materials also are related to natural and social environment of the learners. Human needs, e.g., psychological, physical and social and values - both absolute and contemporary - find a significant place in these materials.

Contact: NFE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 110016, India

PRIMARY SCIENCE KITS

This is a kit containing all the apparatus that is required for demonstrating various science experiments - both natural and social. The appliances or materials are those which can be found in rural areas either in the surrounding environment or village market. The kit contains a manual which is addressed to the teacher and gives him directions as to how to demonstrate each and every experiment, that is, these in the syllabus.

Contact: Workshop Department, NCERT, New Delhi 110016, India

PAKET A

The lessons in Paket A, being minimum lessons necessarily known by members of the community, and covering all stages of life, are intended for illiterate people to help them to become responsible and productive citizens. The purpose of "Paket A" learning is a fight against three ignorances, i.e., against illiteracy in the Latin alphabet, against illiteracy in the Indonesian/national language, and against ignorance of elementary education.

Contact: Directorate of NFE, Kramat Raya 114, Jakarta, Indonesia

NFE PROGRAMMES BY BROADCASTING AND CORRESPONDENCE

Social correspondence programmes are carried out by non-profit organizations or firms by the use of postal services. No officially approved qualification is given on completion. Some of these programmes are authorized by the Ministry of Education; others are not.

The school education broadcast programmes are also utilized for educational purposes through their general cultural programmes and study course programmes intended for the general public.

Contact: Mr. M. Kajita, Research Department IV, NIER, Meguro-ku, Tokyo, Japan

MATERIALS FOR THE CORRESPONDENCE SCHOOL

The Correspondence School in New Zealand provides lifelong learning opportunities, both to primary and secondary students and adults.The Correspondence School utilizes radio time, written materials and audio-visual aids in instruction delivery. Among written materials, some working papers are available in areas of particular interest to all age groups:

Embroidery, bookkeeping, you and your dollars, you and your home, modern mathematics for you, you and your society, pregnancy and childbirth, recreation concepts, communication skills, etc.

Contact: The Principal, The Correspondence School, Private Bag, Wellington 6020, New Zealand

SELF LEARNING PACKAGES

National Institute for Communication in Education (NICE) prepares materials in the following areas:

(a) Literacy, health and nutrition, agriculture, population planning and rural development;

(b) Learning materials for neo-literates;

(c) Self learning packages on religious education programmes for Pakistanis abroad; and

(d) Enrichment programmes for formal system.

Contact: Director, National Institute of Communication for Education, Islamabad, Pakistan

CONTINUING LEARNING DELIVERY SYSTEM (CLDS)

This is a distance education programme aimed at enabling the school leavers both in the elementary and secondary levels who are of high school age to continue their studies through self-learning modules covering different subject areas based on secondary curriculum.

Contact: Bureau of Continuing Education, Ministry of Education, Culture and Sports, Manila, Philippines

SPECIAL TEXTBOOKS FOR CORRESPONDENCE HIGH SCHOOLS

There are installed 50 correspondence high schools attached to national or public high schools throughout the country in order to provide out-of-youth and adult with high school education. The enrollment in 836 classes is around 47 thousand. The curriculum includes heuristic study relying on texts and broadcasts, 26-day physical attendance at classes for one academic year and listening to the 280-day broadcasts per year.

The Korean Educational Development Institute (KEDI) developed special textbooks which are very simple and cover 12 subjects. They are helpful materials not only to correspondence students but also the slow learners in FE and self learners.

Contact: Dr. Kim Young Shik, Korean Educational Development Institute (KEDI), Umyeon-dong, Gangnam-gu, Seoul, Republic of Korea

MANUALS, HANDBOOKS AND WORKING PAPERS

The Institute of Workers Education has produced instructional manuals, handbooks and working papers useful both for teachers/ instructors and learners. The Sri Lanka Foundation Institute in collaboration with the Institute of Workers Education and Trade Union has up-dated materials on non-formal education.

Contact: Mr. George Mendis, Director, Institute of Workers Education, University of Colombo, Colombo, Sri Lanka

OPEN UNIVERSITY

The Open University in Sri Lanka has developed self learning modules for those who have joined to follow distant learning courses. Face to face programmes help to improve the curriculum.

Contact: The Registrar, Open University of Sri Lanka, Mawala Rd., Colombo, Sri Lanka

(3) NFE Personnel Training

VARIED AND FLEXIBLE DURATION OF NFE PERSONNEL TRAINING

Some states had ten days initial training followed by six days recurrent training; some had 15 days initial training followed by 5 days recurrent training, and so on. There have been a growing realization that persons trained in FE methods may need rather more intensive training in NFE in order to shake off his carry-over notions of FE.

Contact: NFE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 110016, India

INVOLVEMENT OF PERSONNEL OF OTHER DEVELOPMENT AGENCIES IN TRAINING OF NFE PERSONNEL

The programme of action on national policy on education emphasizes the emerging needs in the area of training. By and large training days for the instructors would be 30 days in the first year and about 20 days in the subsequent years. The need for participatory training, based on the experiences of the participants, is now well recognized. A variety of agencies will be in-

volved and help taken of diverse training aids and educational technology, including TV and VTR.

Contact: NFE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 110016, India

National Institute of Educational Planning and Administration, New Delhi 110016, India

SPECIFIC TRAINING MANUALS, MATERIALS AND AV AIDS FOR THE NFE PERSONNEL

Keeping in view the specific training needs of the NFE personnel, the NCERT prepared the training manual giving training package programmes for varying durations. It also developed training instructional materials such as 'NFE Concept, Nature and Scope' and other conceptual materials. Films have also been prepared on training of the instructors. Some more films are also being planned.

Contact: NFE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 110016, India

DEVELOPMENT AGENCIES IN NFE PERSONNEL

In New Zealand, the National Council of Adult Education (NCAE) identified needs of tutors and programme planners in a Working Party Report published in 1978, and employed a training development officer from 1978-82. In association with the Voluntary Welfare Agency Training Board (VWATB), NCAE published a directory of all such training opportunities. The VWATB was established in 1982 and has developed modules, able to be utilized by employing agencies with a high level of voluntary input, as well as offer workshops on a variety of expressed needs.

Contact: The Training Officer, VWATB, P. O. Box 6319, Te Aro, Wellington 6033, New Zealand

LITERACY AND MASS EDUCATION COMMISSION (LAMEC) INSTITUTE FOR TRAINING

LAMEC has established a training institute and its functions include:

(a) Training of NFE teachers, supervisors and literacy managers; and
(b) Conducting seminars, workshops and conferences for NFE personnel.

Contact: Literacy and Mass Education Commission, PNE Wing, Federal Ministry of Education, Islamabad, Pakistan

ONE-YEAR COURSE FOR ARTISANS AT PORT MORESBY IN-SERVICE COLLEGE

The Vocational Centre Instructors Course at Port Moresby In-service College exists to provide teacher training for trademen to teach in voca-

tional centres. The course is for one year. Applicants need to have a School Certificate, a full trade qualification, and three years post trade work experience, plus good references indicating suitability to the job. The Course was established in 1976 in an effort to localize vocational centres and to ensure that well trained instructors were working in the centres. The Course is a service course for the Non-formal Division of the National Department of Education. It is under the administration of the Teacher Education Division.

Contact: Principal Senior Lecturer, Port Moresby In-service College, Boroko, Papua New Guinea

LINKAGE AMONG ORGANIZATIONS CONCERNED FOR TRAINING PURPOSE

The Sri Lanka Foundation Institute which is a semi-governmental organization is engaged in an activity in a way innovative in that it tries to bring about mutual understanding among organizations engaged in different types of adult educational programmes and establish a linkup between them through national seminars and workshops conducted for that purpose. It also carries on training programmes directly for community development especially through training. Free discussion and dialogue, it is believed, will go a long way for settlement of conflict of interest and prevent repetition and duplication.

Contact: Director, Sri Lanka Foundation Institute, Independence Square, Colombo 7, Sri Lanka

(4) Motivation/Assessment

USE OF MASS MEDIA IN MOTIVATING COMMUNITY TO LEARN

Various motivational programmes in making people to learn are afoot. A number of agencies are bringing out charts, posters and printed literature. Besides, the TV and radio are playing their roles very effectively. Aspects of agriculture, health and family planning, adult education and non-formal education have been rather extensively covered.

Contact: Directorate of Adult Education, Ministry of Human Resource Development, Mau Suigh Road, New Delhi 110011, India

MORE COMPREHENSIVE EVALUATION

It has been recognized that NFE learner is an earning member of the family and has a role to play as an employee, worker, member of the family and of the community. Learning in the NFE centre in terms of scholastic achievements is not the true measurements of accomplishments. Tests were therefore devised to measure scholastic achievements in language and numeracy skills, and tools were developed to evaluate the improvement in the work habits and behaviours by interviewing employers, learner's role in the family by interviewing parents, and learner's role in the community by interviewing the community members.

Contact: NFE Group, Dept. of Pre-school and Elementary Education, NCERT, New Delhi 11016, India

AGEING AND EDUCATION

In 1984 the National Council of Adult Education established the Ageing and Education Working party, in part, seeks to "encourage and assist the development of programmes to raise consciousness in ageing and assist attitude change", and to "promote the recognition of the contribution of older people to society, both to other elderly and to younger people". The project will continue until the end of 1987.

Contact: Ageing and Education Office, National Council of Adult Education, P. O. Box 12114, Wellington 6038, New Zealand

DEVELOPMENT OF A COORDINATED EDUCATIONAL INSTRUCTION SYSTEM FOR IMPROVING THE QUALITY OF LIFE (DELSILIFE)

This is a tested and promising approach to attain the Ministry's continuing education programme. It integrates basic life skills (functional literacy, planning, problem solving, etc.) into the learning livelihood skills which would contribute to the improvement of the people's living conditions.

Contact: Bureau of Continuing Education, Ministry of Education, Culture and Sports, Manila, Philippines

YOUTH CAMPS

Thirty youth camps are installed to motivate the youth to enhance the will to learn. Through hard physical training and communal life, the youth learn co-operative spirit and have chance to share experience. The exposure to successful models of peer groups leads to cultivation of the youth's 'can-do' spirit.

The programmes are prepared with the co-operation of the boards of education and participating organizations such as respective schools, business firms, industries and youth group organizations including UNESCO Youth Association.

Contact: Dr. Choi Chong Keun, Office of Supervision and Curriculum Development, Ministry of Education. Seoul, Republic of Korea

SMALL FARMER EDUCATION

The Institute of Workers Education is engaged in a pilot project of 'small farmer education' through an integrated village development programme which will help to train non-formal education instructors as well as to develop a suitable curriculum for farmer education and involving farmers in development.

Contact: Mr. George Mendis, Director, Institute of Workers Education, University of Colombo, Colombo, Sri Lanka

RURAL NEO-LITERATES AND PRIMARY SCHOOL LEAVERS' QUALITY OF LIFE

The aim of this project is to provide opportunities for reading-writing skills development to those who have to leave school after primary schooling (grade 4) or compulsory schooling (grade 6).

Contact: The Director-General, Department of Non-Formal Education, Ministry of Education, Bangkok, Thailand

NON-FORMAL EDUCATION CENTRE FOR EXTERNAL STUDENTS

Started in 1983, the programme is aimed at assisting NFE learners to complete the curriculum requirements at their own pace. The number of learners have increased considerably within the last three years, from 13,000 to 45,000. There are now 116 NCES facilitating units throughout the country, and more are being set up, including one at the Thai Monastery in Los Angeles, U.S.A. to help the Thai citizens who require out-of-school education.

Contact: The Director-General, Department of Non-Formal Education, Ministry of Education, Bangkok, Thailand

B: WORK AND BUSINESS INCLUDING SKILL TRAINING

The concept of lifelong education for work and business including skill training was confirmed by the group during the deliberations.

The modern concept of NFE is the development of life as a whole. It also considers life cycle which starts from working experiences to learning activities. It signifies learning as a part of life. The group has considered the following innovative practices/experiences.

(1) Improvement in the Quality of Life

The aim of this innovative practice can be achieved by: (a) giving incentives to workers; (b) establishment of training and retraining workshops; (c) rural education and development centres; (d) self-reliant home management programmes; (e) community school for out-of-school youth; (f) development of handicraft centres; and (g) establishment of polyvalent centres, etc.

The improvement of the quality of life of the people has been the main thrust of NFE programmes in every participating country. Although the practices applied may vary in one way or another, but it cannot be denied that the goals are directed towards the needs of the target group.

(2) Work-oriented Programmes for Socio-economic Development and National Needs

Work-oriented programme acquired through NFE skill training activities must be geared to the changing technological as well as societal needs of a particular country, in order to generate better income for the greater mass of the learners.

This programme has been found to be effective in many countries of Asia and the Pacific such as work-oriented programmes in Indonesia, Malaysia and the Philippines.

(3) Programmes for Distance Learning

Distance learning delivery system is provided for all levels of education both formal and non-formal to improve skills training and academics needed by individuals and groups in rural areas and specific groups of people in the urban areas.

There are many kinds of programmes in China, India, Japan, Pakistan, Philippines and so on. These programmes work both effectively for formal and non-formal education with the use of multi-media approaches.

(4) Establishment of Community Learning Centres

The main purpose of these non-formal education learning centres are to satisfy social as well as individual needs through skill development for the attainment of a better quality of life.

The following NFE programmes have been initiated in different participating countries using titles such as : reading centres; community resource learning centres; learning centres; and community participation centres, etc.

(5) Establishment of Mother Tongue Language Section

Developing countries are facing the problem of inadequate knowledge to improve the life condition of the people in their own countries. Modern technologies and attitudes towards new methods coming from developed countries should be translated into the mother tongues of the respective countries. Therefore it is encouraged that the organization of section for translation of innovative practices and experiences from other developed countries should be established in order to help the out-of-school learners.

This programme may be an appropriate one in developing countries although some countries have already established these innovative sections, namely; translation section and translation centres.

(6) Unification of the People for a Common Cause

The developing countries are facing the problem of lack of proper attitude towards the attainment of national unity. The organization of non-formal education activities for skill development may help in the attainment of that unity.

This programme is related to the concept of national integration. Such kind of programmes has not been established in the member countries but has occurred in some countries before.

(7) Modified Technology for Business Firms and Agricultural Sector

This innovation is aimed at development of technology that will suit the needs of particular establishment.

A study of different country's reports reveal the following practices: modified technology for agricultural sector; modern farm project; modified technology for manpower and youth council; and transmission of technology in agriculture for farmers.

(8) Programmes for Retired People

The vocational programmes for those who have retired from the job due to age limit should be looked into. The retired persons may still want to take a job which is different from the first one. The NFE programmes should provide some learning activities to meet their needs.

The following have been launched, such as: community education for senior citizens; vocational education for the elders; training centres for the retired people; and recreation centres for adults, etc.

(9) Introduction of Quality Control (Q.C) and Just-In-Time (JIT) Techniques Through the NFE activities

The aim of these techniques are to improve the quality of work by using group dynamics, sharing of ideas and work attitudes. These techniques have been implemented in Japan and have greatly contributed to the development of that society. However, other participating countries have also implemented such programmes as the following: personnel training programmes centres for NFE staff members; instructional models for training personnel.

(10) Entrepreneurship Programmes for NFE Clienteles to Prepare Them for Managerial Types of Jobs

This programme prepares a high degree of community involvement and participation in helping the country meet its manpower requirements and motivate positive attitudes towards self-improvement of the present and future workers.

This has been made possible through implementation of the following practices in different countries. The practices include: bus drivers and inspectors improvement skills; intensive clientele programme for skill development; and post literacy programmes for workers, etc.

(11) Developing Printed Material for Skill Training Work Activities for Income-Generating Projects

In many countries, both in private and public sector, printed material is prepared on certain special topics such as health, agriculture and nutrition. The purpose is to provide necessary information to the people to augment better living and improve earning potential.

These innovations can be illustrated in the following activities: wall newspaper for rural development; agriculture news; continuing education newsletters; and population education newsletter, etc.

C: COMMUNITY DEVELOPMENT AND LEISURE

COMMUNITY DEVELOPMENT

Concept/Definition of Community Development

The term community development can be viewed in several ways. Some countries view community development at macro and micro levels while others define it in terms of rural and urban sectors. Community development refers to a process whereby the combined efforts of the government and the people promote social, economic, political and cultural development.

It is a process implying decentralization, local growth and power sharing. It also denotes knowledge of the community and its resources, with leadership springing from that community.

Community could be termed as the total population in a geographical area or district. Alternatively, it means the aggregate of groups of different interests or associations, such as labour, women, youth and work-oriented groups. The word development suggests a process of growth in economic, cultural, social, moral and political areas.

Meaning/Character of Community Development

The group agreed that community development aims at making the district more self-sufficient, more responsible for its own future. The community should rely less and less on financial support from regional, provincial or central government. The community should feel the desire to improve the following situations for better living. They are:

(a) Health of all its citizens;
(b) Job opportunities for those who wish to work;
(c) Schooling and education opportunities for all of its members;

(d) Demonstration of decision-making;
(e) Sharing community and local leadership;
(f) Opportunities for leisure, happiness and satisfaction;
(g) Motivation of community and the development of self-pride.

It is also agreed that community development is an important element in national development, and likewise, national development contributes to community development.

Innovative Experiences in Community Development

The participating countries have identified some major types of innovative activities in community development. It should be noted that the list is not exhaustive, but illustrative and indicative.

(1) Australia

The 'neighbourhood centres' largely serve women with educational, sociable and welfare functions. The centres operate in suburban houses, shops or halls and are organized by coordinators (not teachers) from the local community. The programmes reflect group interests, such as courses catering to those women who wish to rejoin the formal education system, discussion groups and leisure courses.

(2) Bangladesh

Integrated Rural Development Programme (IRDP)

IRDP was launched mainly to create an institutional infrastructure for effective utilization of development resources through cooperative organization, and to reconstruct rural society leading to a more equitable distribution of national wealth. It was a popular programme among the local farmers in mobilization of local efforts and resources but it failed to benefit largely due to exploitation by the large farmers in matters of getting loan, agricultural inputs and other assistance.

Contact: IRDP, c/o Ministry of Local Government and Rural Development, Dhaka

Community Learning Centre (CLC) Programme in Primary Schools

CLCs was launched in 1982 with major objectives to help attain the objectives of universalization of primary education (UPE) in the country and to use schools as learning centre for all the member of the local community, to improve their standard of living through improvement of health practices and income-generating activities. The target group for this programme includes all the people from the child to the adult permanently living within the concerned school areas.

Contact: Director General, Directorate of Primary Education, Shikhsha Bhaban, Abdul Gani Road, Dhaka

Community School Project

This was introduced in 1980 to develop 400 upper level secondary schools as community schools to provide opportunities to students for vocational training as part of their secondary education, and at the same time to provide opportunities to early school leavers and local people to undergo vocational training. The community schools admit trainees belonging to the age group 15-50, both men and women, and for the duration of between 4 and 6 months.

Contact: Director General, Directorate of Secondary and Higher Education, Shikhsha Bhaban, Abdul Gani Road, Dhaka

(3) China

The commune system has been replaced by the county system or local government concept. One of the NFE activities is 'double make-up studies' for workers at primary level who can join 'make-up courses' to compensate for their missed basic learning.

(4) India

Development Activity in Community Education Participation

The Community Education Centres were opened as feasible means of meeting the minimum educational needs of large groups, and testers whether the school could assist the community in achieving social change. This has been evaluated, and it has found various administrative weak links that need to be strengthened.

Contact: Dept. of Pre-school and Elementary Education NCERT, New Delhi 110016

(5) Japan

Community Development in Rural Areas

The work force in primary industry is less than 10% of the total work force and 60% of the work force in agriculture are women. They have few opportunities to participate in decision-making about the promotion of agriculture in their own regions.

With the support of the Ministry of Agriculture a 3-year nation-wide project has been launched for female farmers to participate and play a bigger role in the community development projects. In 1986, there emerged projects in the forms of courses and forums where they could discuss such urgent matters as finding supplementary work force during the busiest season, especially when women are on maternity leave.

Contact: Division of Improvement in Living Conditions, Ministry of Agriculture, Forest and Fishery, Tokyo

(6) Malaysia

"Tuition scheme" aims at providing tuition sessions for rural children who may be border-line cases in passing the public examination, and is initiated by the community concerned curtailing the number of school drop-out.

The self reliant village programme (RDU) is designed to integrate all developmental activities in the village and to co-ordinate the activities of the government agencies. Hence, non-formal education for RDU includes agricultural extension, farm training programmes and adult community education programmes in health, nutrition, family life education, co-operatives and occupational skill training.

Contact: Director General, Community Development Division, Ministry of National and Rural Development, Jalan Tangsi, Kuala Lumpur

(7) Nepal

General Literacy Programme

This aims at providing reading and writing skills to the adults and lasts for 4 months. The programme is conducted by village panchayats and rural non-governmental organizations. Instructional materials are provided by the Ministry of Education and Culture.

Contact: Adults Education Section, Ministry of Education and Culture, Kathmandu

Non-formal Adults Education Programme

This aims at providing orientation to the adults on production skills and other areas useful for daily life, besides making them literate. This programme is conducted by the Ministry of Education and Culture. Six texts entitled 'New Paths' in Nepali are used and instructors are mainly primary school teachers.

Contact: Adults Education Section, Ministry of Education and Culture, Kathmandu

Integrated Rural Development Project (IRDP)

The aim of IRDP is to improve the general quality of life of rural people. The major thrusts of the IRDP lie in increasing productivity, employment opportunity, nutritional standards, general awareness and people's participation and support of community development projects.

Contact: Ministry of Education and Culture, Kathmandu

Education for Rural Development (ERD)

This is a project conducted in Seti zone. The ERD Seti project is being run by the government with the co-operation of UNDP, Unesco and UNICEF. The

project is launched in one of the most educationally and economically backward parts of the country covering three districts of Doti, Bajhang and Bajusa of the Seti zone.

Contact: Seti Project, Ministry of Education and Culture, Kathmandu

Education for Out-of-School Girls

This programme is known as Chili Beti programme developed by ERD-Seti mentioned separately with special emphasis on rural girls.

Contact: Seti Project, Ministry of Education and Culture, Kathmandu

Ratna Literacy Programme

This is women literacy programme launched by Nepal Women's Organization. The main aim of this programme is to increase the literacy rate of women.

Contact: Nepal Women's Central Organization, Kathmandu

Literacy Programme and Bank-credit Project

The Agricultural Development Bank has launched a 'Small Farmers Development Project' in various districts. The objectives of this project is to provide credit at low interest rate for the poor farmers in a district. Similar projects with the name of integrated banking project was initiated by Nepal Bank Ltd. and Rastriya Banijya Bank in the districts where resources can be mobilized for development. The Ministry of Education and Culture provided literacy quotas to those banking projects which would involve adult illiterates to the functional literacy classes launched in the districts.

Contact: Central Agricultural Development Bank, Kathmandu

(8) New Zealand

Rural Education Activities Programmes (REAPs) have been established in remoter community regions throughout New Zealand since 1978. Each has a full-time community education organizer and various additional part-time or full-time advisory positions in such areas as pre-school development, music, and outdoor education.

Contact: Schools Division, Department of Education, Private Bag, Wellington 6020

(9) Papua New Guinea

Various national government departments and their provincial divisions are actively involved in many kinds of NFE programmes. The scope of the programmes are very broad but detailed information is often limited due to poor co-ordination and publicity. Such programmes include provision of field training, short courses, fellowship, project assistance, radio and print

materials. Among the most committed of these departments are the departments of Primary Industry (DPI), Health, Commerce, Youth and Women, Sports and Recreation, and Home Affairs.

Contact: Superintendent, NFE Section, Department of Education, Port Moresby

(10) Pakistan

Rural Education and Development Project (READ)

There are 45,000 villages in Pakistan constituting 75% of the population with illiteracy rate of about 80%. The formal system of education is neither accessible to all nor does it cater to the need of the poor rural masses. The READ Project aims to improve the living conditions and earning potential of the rural masses through establishment of a package of five components, namely, village workshops, women education centres, adult literacy centres, Mohallah (neighbourhood) schools and mosque schools.

Contact: Primary and Non-Formal Education Wing, Ministry of Education, Islamabad.

(11) Philippines

Project 'BOLD' (Barangay Operates for Livelihood) Skills Development

This project aims to provide the target clientele better means of improving their quality of life through active participation and involvement in training activities in community learning centres. Short-term courses are based on simple house hold technologies and often consumer vocational/technical activities are covered. The entry point in the implementation of this project is the "BARANGAY" (smallest political unit of the government organization in the Philippines).

Contact: Mr. Lauro G. Bautista, Chief, Staff Development Division, Bureau of Continuing Education, Ministry of Education, Culture and Sports, Manila

Integrated Continuing Education for Families of Overseas Contract Workers

This project is aimed at developing educational materials and adopting strategies that will aid families of overseas contract workers in safeguarding family unity, improving their standard of living and maintaining their responsibilities as parents and responsible members of the community and society.

Contact: Dr. Remigio P. Romulo, Director, Bureau of Continuing Education, Ministry of Education, Culture and Sports, Manila

Training of Multi-disciplinary Educational Personnel in Rural Areas

This project involves training of rural workers in effective planning

and implementation and evaluation of community development project.

Contact: Dr. Lourdes Sumagaysay, Assistant Director, Bureau of Continuing Education, Ministry of Education, Culture and Sports, Manila

(12) *Republic of Korea*

Originally, breakfast meetings were conducted largely by religious groups in urban areas, but now such meetings are held by political and business people. Such meetings do have some educational concerns.

Encouragement of the patrilineal extended family where three generations live closeby is taking place. It is aimed at re-emphasizing traditional values as well as caring for the aged members.

An administrative system has been introduced whereby all requests for education are processed at the village centre. This system gives efficient, well organized, comprehensive and integrated educational service to the communities.

The new community movement called 'Saemaul' is a type of co-operative service and programme to encourage self reliance.

Contact: Dr. Kim Sun Ho, Professor, College of Education, Kyunghee University, Seoul.

(13) *Thailand*

"Ashram" Project

As most Thai hill-tribes villages are located on mountainous terraces, government services can scarcely reach them. The ways of life are different from those of the town people in terms of the language, tradition, and culture. When government officials do stay with them they have to adapt themselves to the local culture; and in turn, the hill-tribes people are introduced to non-formal education which brings about effective community development. In presenting vocational skills and literacy campaigns to the hill-tribes community, the provision of non-formal education has to be adapted.

Factors Contributing to the Success of the NFE in Community Development

Some of the factors identified as contributing to the success of the community development and programmes are as follows:

(1) The stimulus often springs from the community rather than educational institutions;

(2) The leader often is energetic, capable, passionate and charismatic, in other words, the founder or initiator has strong leader-

ship qualities;

(3) The programmes should cater to the needs of the communities either in material or non-material terms;

(4) A rationale or philosophy is usually developed before the innovation becomes a reality;

(5) Some seeding money resources, expertise is important;

(6) If innovations have been tried elsewhere that have benefited the community, wide-spread knowledge of these innovations is useful in order to convince those who are skeptical about any proposed introduction of an innovation; and

(7) A good supply of committed personnel is desirable, perhaps essential.

Areas of Community Development that need Innovation

The thrust of discussion was based on four areas. They include literacy, productivity development/organization development, international exchange on information about community development, and unemployment, especially of young people.

(1) Literacy activities

It is noted that there is a lack of recognition of the problem by the individual and by government. In the developed countries there are those who would relapse into illiteracy, the immigrants or the new comers, while in the developing countries the illiterate groups include those who have had no opportunities to learn literacy skills.

Since most people are reluctant to admit their illiteracy, some of the methods that might be used are: use of 'snowball technique' which would create a multiplying effect, and 'one-to-one learning/teaching situation' such as the use of home tutors.

(2) Productivity development/organization development

There are five methods identified to increase productivity or organization development.

(a) The search conference: It is a participative activity involving 20-40 people lasting 1-2 days planning for an organization or community's future, or it can be a problem solving activity.

(b) Learning by doing: People would learn better if they are exposed to or having experience in actually doing an activity, that is, the subject of the course, e.g., in a small business course, actually conducting a small business.

(c) Participative workshops for the low level workers, special sectors or interest groups which aimed at problem solving session.

(d) Continued use of mass media, such as the development of relevant printed materials.

(e) Role playing or simulation exercises.

(3) International exchange on information about community development

This is done by:

(a) the use of satellites; and
(b) the use of video.

(4) Unemployment, especially of young people

There are three major programmes that can be provided for this area. They are:

(a) Programmes that help them to earn money - such as learning craft activities or trained skill activities;

(b) Programmes to help them use time inexpensively but productively - such as learning new leisure activities or sports; and

(c) Programmes to help them gain self-respect - such as introducing them to voluntary services.

LEISURE

The term 'leisure' involves free choice of activity on the part of the participant. It does not refer only to activity but also it is a state of mind. The core component of leisure is enjoyment. Leisure serves the following functions: (a) rest, relaxation and recuperation from work; (b) entertainment; and (c) self development and fulfilment.

Innovative Programmes in Leisure

(1) Rest, relaxation and recuperation

There are NFE programmes in relaxation, stress management, transcendental meditation. Such courses exist in a number of countries, especially complex, competitive, work demanding societies.

(2) Entertainment and fulfilment as well as self development

There are many cultural courses and programmes in liberal arts areas, folk dancing, study of film and TV, photography, etc. Some of these activities are organized by commercial groups, but many are provided by universities, other social education courses and other adult education agencies.

A comparatively recent innovation is educational programmes for the aged. Programmes such as, university of the third age, college for seniors, college for the aged are provided by educational institutions of higher learning. The university of the third age is conducted by elder people themselves. It is an extension of life-long learning. This type of programme is becoming increasingly important as the population ages.

Mobile units, outreach activities: Some of the institutions that have mobile units or arrange outreach activities are:

(a) Flying Art School (Australia) - The art instructors will fly to a rural town and provide art instruction for a weekend;

(b) Arts Councils (Australia and New Zealand) - These councils bring artistic, cultural activities to country towns;

(c) Educational institutions will send some of their instructors, lecturers to more isolated areas to provide periodic short courses in leisure (Australia, New Zealand and Thailand); and

(d) Establishment of cultural centres: The major function to impart cultural knowledges to the region.

Comics books and mass media programmes: There are times when entertainment and learning come together. Examples of these activities are reading comic books and watching TV programmes, which are often entertaining and educational.

Merging of travel and tourism: Many people are demanding more sophisticated educational tourism. Some universities organize overseas courses, for example, countryside of English novelists, etc. Other examples of the increasing marriage between tourism and NFE are course ships which offer some educational courses, overseas study trips for particular occupational groups such as architects, farmers, etc. and religious pilgrimages.

Computer games: These can be useful learning activities. They serve both entertainment and educational activities.

Video cassettes: They are, and will be, increasingly utilized as an educational medium of instruction.

National, natural park areas have important leisure functions. Because they educate people about the environment and open areas, they perform useful NFE functions.

Areas of Leisure for Innovation

(1) Leisure programmes for women

Morning coffee sessions: These are organized activities which have non-formal learning components. Mostly the participants are women of the upper middle class. They organize some seminars and learning activities and sometimes involve themselves in social service.

Public speaking clubs (Australia, India, Malaysia, etc.): These clubs are open to those who are interested in developing their public speaking performance.

Women's social activity clubs: There are various clubs which women can participate in a diversity of activities. Some clubs organize sales exhibitions while others have discussion groups. The purpose is to make their leisure time useful and be in the 'society'. The women's fellowship groups, associated with churches have similar aims and methods.

(2) Leisure programmes for domestic women

Socially, full-time child rearers need some escape from the children. With the extended family, this presents no problems when compared with nuclear families. But women involved in full-time child-rearing will not have much experience of leisure or education until their lives have more free time.

Recurrent Education and Opportunities for NFE

The usual sequential pattern for human beings in many societies is the socialization period (0-15yrs) including schooling, the working life (16-65 yrs) and retirement (or leisure) after 65 years. This is a front end educational model which is not well suited to a changing society. The essence of the recurrent education model is that work, education and leisure should alternate throughout adulthood.

The provision of paid educational leave and long service leave present possibilities for the realistic introduction of recurrent education.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Among participating countries, there are two sets of major needs in NFE. In some countries, the primary concern is universalization of primary education (UPE). Here, while some countries are attending to literacy, others are concentrating on skill development. In others, it is the education of adults in a lifelong context.

It was also concluded that the state of development both for the country and its educational development influence each other significantly.

In examining the workshop objectives, discussions, conclusions and recommendations, the workshop recognized the great importance of both FE and NFE which are complementary.

Recommendations

This workshop urges that Unesco participating countries in the region and all educational institutions take note of the following strong views reached by this workshop:

(1) that NFE has a significant role to play in reviving , maintaining and expanding national culture, identity and consciousness.

(2) that NFE has a powerful role to play in providing opportunities for learners to expand their skills and capacities to earn income, so as to improve their quality of life.

(3) that NFE responds to social and technical change and helps to create social change. NFE can be a powerful vehicle for the promotion of social change.

(4) that in order to provide personnel for the expanding provision of pre-schools in rural areas, training programmes for youth be developed.

(5) that exploration and investigation of innovative ways to re-emphasize and revive human values in all learners be undertaken.

(6) that steps be taken to expand the involvement of the community and its various groups in the planning and provision of NFE programmes.

(7) that in planning NFE programmes actual, felt needs be served rather than ascribed and more traditional perhaps declining needs.

(8) that in the training of FE teachers and educators such trainees should receive some training and experience of the objectives, methods, style and nature of NFE, so that in the future they may contribute significantly to NFE teaching and facilitation.

(9) that while FE and NFE have some common aims and purposes, and that while both are necessary to the lifelong development of the individual and the society, a greater percentage of funding and resources should be allocated to NFE.

(10) that the development of research and data about NFE is critical if NFE's worth is to be acknowledged more significantly by funding authorities. Such research and data would include, for example, the following: surveys of felt needs, documentation of activities, effectiveness of outcomes, evaluation of particular programmes such as NFE programmes on the contribution to the creation of job opportunities, the monitoring of NFE research, etc.

(11) that training of researchers to work in the field of NFE should be expanded.

(12) that more programmed learning materials be developed and made available in the vocational and technical education area.

(13) that Unesco while acknowledging the importance of NFE should help to provide sharper focus to the area. Member countries often do not provide relevant feedback to Unesco and governments should be encouraged to give NFE feedback to Unesco. Indeed there is a strong case for Unesco to publish a regular NFE journal.

(14) that the accreditation of some NFE courses should be encouraged so that its graduates can enter or re-enter the formal educational system.

(15) that while there is a growing recognition of the need for adult literacy programmes by governments and educationists, more trained tutors and co-ordinators are needed, and more reading materials and resources specifically tailored to meet the needs of adults need to be developed.

(16) that extension activities of all educational institutions should be broadly interpreted to include outreach activities thus creating significant interaction within the district, region or wider community.

(17) that more refresher courses for educators should be available, so that the profession can become both a model and inspiration to other professions to undertake more frequent, comprehensive and continuing professional education.

(18) that member countries in this region should use non-formal education to give effect, indeed strengthen Unesco's APPEAL programme.

(19) that parent education should continue to be developed. In some countries this will mean concentration on the following content: family planning, home management, income generation, basic education, work education, and communication skills. In other countries curriculum will centre on re-inforcement of child's formal education, co-operative enterprises for child care, active learning situations for the whole family.

(20) that entrepreneurship programmes in NFE should be developed in order to improve effectiveness and quality of production. Such a programme proposes a high degree of community involvement and participation in helping countries meet their manpower requirements and promote positive attitudes towards the development of present and future workers.

(21) that study visits by NFE educators to member countries should be encouraged and implemented more widely.

(22) that the demonstration of knowledge about innovative practices and experiences in NFE from other countries should be common practice especially to help out-of-school learners.

The workshop also recommends that:

Governments as a matter of urgency, develop national policies for the development of non-formal education, to include plans for co-ordination, areas of greatest need, statement of objectives, relationship with the formal system, etc.

Governments be encouraged to set up workers' education centres or provide workers education (for urban and rural workers) to deal with such matters as health and safety, workers' compensation, industrial democracy, working with management, etc.

The workshop notes that:

There is a strong need for a developing, expanding relationship between those involved in NFE and radio and TV agencies to promote both the cause and content of NFE activities.

Further, workshop participants suggest that:

Unesco should give renewed emphasis to the development and expansion of agricultural extension through disseminating materials, organizing training programmes, encouraging governments and institutions to provide training, research and funding in agricultural extension.

Unesco should encourage governments to urge all formal educational institutions, to create and/or expand the extension activities of those institutions.

Unesco is urged to arrange programmes or workshops on the world of work through non-formal education. Such activities aimed at farmers and workers might include participative workshops to discuss co-operative activity, and the development of creative ideas about new jobs and skills that earn income.

Unesco should encourage governments to promote country study and discussion of work and leisure patterns for the over 50's age group in order that new patterns of work/leisure/retirement may be explored within the context of an aging population and the declining availability of paid work.

Given that this workshop has consisted largely of Asian participation that an APEID/Unesco workshop involving primarily but not exclusively Pacific island states be held in 1987 parallel to this workshop on the state and future of non-formal education.

ANNEX I

List of Participants

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ANNEX II

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